

EDUCATION CRISIS RESPONSE

Annual Report: October 1, 2015 – September 30, 2016



USAID/EDUCATION CRISIS RESPONSE

Cooperative Agreement No.: AID-620-A-15-00001

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EDUCATION CRISIS RESPONSE

Year Two Annual Report

October 1, 2015 to September 30, 2016

Submission Date: October 30, 2016

Cooperative Agreement: #AID-620-A-15-00001

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Table of Contents

ACRONYMS.....	4
PROGRAM OVERVIEW/SUMMARY.....	5
SUMMARY OF RESULTS TO DATE	6
EXECUTIVE SUMMARY	11
1. ACTIVITY IMPLEMENTATION PROGRESS	12
1.1 Project Progress Highlights	12
1.2 Implementation Status	15
1.3 Implementation Challenges	37
1.4 Monitoring and Evaluation	38
2. Integration of Cross-cutting Issues and USAID Priorities	40
2.1 Gender Equality and Female Empowerment.....	40
2.2 Sustainability Mechanisms	41
2.3 Youth Development.....	41
2.4 Policy and Government	43
2.5 Local Capacity Development	43
3. Stakeholder Participation and Involvement.....	43
4. Collaboration with USAID and other Implementing Partner Projects	44
5. Management and Administrative Issues.....	46
6. Lessons Learned	46
7. Planned Activities for PY3 Quarter 1	47
ANNEX A: ANNUAL PROGRAM ACTIVITIES FOR YEAR TWO	50
ANNEX B: PROGRESS SUMMARY	67
ANNEX C: TRAINET REPORT	79
ANNEX D: SUMMARY TABLE OF SUPPORTS RECEIVED BY THE PROJECT	83
ANNEX E: LIST OF FORMAL SCHOOL SUPPORTED BY PROJECT IN PY2	85
ANNEX F: MAPS OF CENTERS SUPPORTED BY USAID EDUCATION CRISIS RESPONSE PROJECT IN ADAMAWA, BAUCHI, GOMBE AND YOBE STATES.....	90
.....	92
ANNEX G: A COMMUNIQUÉ ISSUED AT THE END OF A TWO-DAY CONFERENCE OF POLICY MAKERS AND STAKEHOLDERS IN USAID- FUNDED EDUCATION CRISIS RESPONSE (ECR) PROJECT.....	94
ANNEX H: SUCCESS STORIES	97

ACRONYMS

AE	Alternative Education
AGLC	Adolescent Girls Learning Center
CAN	Christian Association of Nigeria
CECA	Community Education and Conflict Assessment
CC	Community Coalition
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organization
CPC	Center for Physically Challenged
FBO	Faith Based Organization
FOMWAN	Federation of Muslim Women Associations in Nigeria
FS	Formal School
IDPs	Internally Displaced Persons
IPs	Implementing Partners
IR	Intermediate Results
IQTE	Integrated Qur'anic and Tsangaya Education
JNI	Jama'atu Nasril Islam
LC	Learning Center
LF	Learning Facilitator
LGA	Local Government Area
LGEA	Local Government Education Authority
LMD	Learning Material Development
m, f	male, female
MDAs	Ministries, Departments and Agencies
MEMS	Monitoring and Evaluation Management Services
MOE	Ministry of Education
MOF	Ministry of Finance
MTs	Master Trainers
NFE	Non-Formal Education
NFLC	Non-Formal Learning Center
OVC	Orphans and Vulnerable Children
PCG	Project Consultative Group
PY	Program Year
RF	Results Framework
RSA	Rapid Situation Analysis
SAME	State Agency for Mass Education
SBMC	School Based Management Committee
SDQ	Strengths and Difficulties Questionnaire
SEL	Social and Emotional Learning
SEMA	State Emergency Management Agency
SGBV	Sexual and Gender Based Violence
SSI	Safe Schools Initiative
STTA	Short Term Technical Assistance
SUBEB	State Universal Basic Education Board
TWG	Technical Working Group
UBEC	Universal Basic Education Commission
YLC	Youth Learning Center

PROGRAM OVERVIEW/SUMMARY

Program Description/Introduction

Program Name:	Education Crisis Response
Activity Start Date and End Date:	October 1, 2015 to September 30, 2016
Name of Prime Implementing Partner:	Creative Associates International
Contract/Agreement Number:	#AID-620-A-15-00001
Name of Sub-awardees	1. International Rescue Committee (IRC) 2. Florida State University (FSU)
Major Counterpart Organizations	State Ministries of Education (MOE), State Agencies for Mass Education (SAME), State Emergency Management Agencies (SEMA), State Universal Basic Education Boards (SUBEB), State Ministries of Education, Youth, Women Affairs and Religious Affairs, Civil Society Action Coalition on Education for All (CSACEFA), Federation of Muslim Women Associations in Nigeria (FOMWAN) and 14 Non-governmental Organizations (NGOs) Sub-grantees
Geographic Coverage (cities and/or countries)	Adamawa, Bauchi, Borno, Gombe, and Yobe states of Nigeria

The Education Crisis Response Project is aimed at expanding access to quality, protective, and relevant non-formal education (NFE) and alternative education (AE) opportunities for internally displaced out-of-school children and youth within the age range of 6-17, in Adamawa, Bauchi, Borno, Gombe and Yobe states.

The project is designed to address the main learning needs of internally displaced children and host learners affected by the crisis in North Eastern Nigeria by establishing non-formal Learning Centers (NFLCs), Youth Learning Centers (YLCs), and Adolescent Girls Learning Centers (AGLCs). These alternative educational opportunities are carried out in church schools, community centers, formal schools (using shift systems where classrooms are overcrowded), and other available alternate learning centers. The project also seeks to collaborate with other implementing partners in the focus states in pursuit of its objectives. Furthermore, it joins forces with host communities who have taken Internally Displaced Persons (IDPs) into their homes, and in communities where IDPs live in temporary settlements.

The project improves quality and relevant instructional practices by updating and developing teaching-learning materials for literacy, numeracy, life skills, SEL competencies and psychosocial support services. It recruits, trains, and mentors Learning Facilitators (LFs) to provide quality instruction. It works through Technical Working Groups (TWGs) to ensure local ownership of the program and makes teaching-learning materials available to NFLCs. The project raises awareness amongst communities to support expanded educational opportunities, improve the value placed on education, and encourage IDP and host community girls, boys, and youth to sustain this program.

Education Crisis Response also collaborates with state and local government authorities and civil society to support non-formal education (NFE) and alternative education options with an aim to ensure government funding and policy support to sustain and expand non-formal education.

SUMMARY OF RESULTS TO DATE

Standard Indicators	PY1 Actual 2015	Baseline FY 2015	FY16 Annual Target	Q1 FY16	Q2 FY16	Q3 FY16	Q4 FY16	Annual Target Achieved to date (%)	On Target (Y/N)
# of learners enrolled in primary schools and/or non-school based setting with USG-support* (3.2.1-14)	14,321 (7,469m, 6,852f); Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	14,321	16,760	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m, 2,807f); (Bauchi 4,917, 2,169m, 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)	25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m, 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	0	155% 25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m, 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	Target exceeded by 55%. Parents more inclined to enroll their children due to the impact of the project in year 1.
# of new entrants in non-formal learning centers (NFLCs) and alternative education (AE) centers*	14,321 (7,469m, 6,852f); Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	14,321	16,760	209 (115m, 94f)	21,837 (9,770m, 12,067f): (Adamawa 4,973, 2,166m, 2,807f); (Bauchi 4,917, 2,169m, 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,002, 3,204m, 3,798f)	3,893, 1,721m, 2,172f: (Adamawa 2,255, 1,211m, 1,044f); (Bauchi 585, 220m, 365f); (Gombe 625, 290m, 335f); (Yobe 428, 0m, 428f)	0	155% 25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m, 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	Target exceeded by 55%. Note above comment. Parents more inclined to enroll their children due to the impact of the project in year 1.
# of learners receiving reading interventions at the primary or equivalent level** (3.12.1-35)	14,321 (7,469m, 6,852f); Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	14,321	16,760	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m, 2,807f); (Bauchi 4,917, 2,169m, 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)	22,215, 9,903m, 12,312f: (Adamawa 6,532, 3,036m, 3,496f); (Bauchi 4,984, 2,109m, 2,875f); (Gombe 4,809, 2,177m, 2,632f); (Yobe 5,890, 2,581m, 3,309f)	22,215, 9,903m, 12,312f: (Adamawa 6,532, 3,036m, 3,496f); (Bauchi 4,984, 2,109m, 2,875f); (Gombe 4,809, 2,177m, 2,632f); (Yobe 5,890, 2,581m, 3,309f)	155% 25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m, 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	Target exceeded by 32%. Note above comment. Parents more inclined to enroll their children due to the impact of the project in year 1.

# of learners enrolled in primary schools and/or non-school based setting with USG-support* (3.2.1-14)	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	14,321	16,760	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)	25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	0	155% 25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	Target exceeded by 55%. Parents more inclined to enroll their children due to the impact of the project in year 1.
# of new entrants in non-formal learning centers (NFLCs) and alternative education (AE) centers*	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	14,321	16,760	209 (115m, 94f)	21,837 (9,770m, 12,067f): (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,002, 3,204m, 3,798f)	3,893, 1,721m, 2,172f: (Adamawa 2,255, 1,211m, 1,044f); (Bauchi 585, 220m 365f); (Gombe 625, 290m, 335f); (Yobe 428, 0m, 428f)	0	155% 25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	Target exceeded by 55%. Note above comment. Parents more inclined to enroll their children due to the impact of the project in year 1.
# of learners receiving reading interventions at the primary or equivalent level** (3.12.1-35)	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	14,321	16,760	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)	22,215, 9,903m, 12,312f: (Adamawa 6,532, 3,036m 3496f); (Bauchi 4,984, 2,109m 2,875f); (Gombe 4,809, 2,177m, 2,632f); (Yobe 5,890, 2,581m, 3,309f)	22,215, 9,903m, 12,312f: (Adamawa 6,532, 3,036m 3496f); (Bauchi 4,984, 2,109m 2,875f); (Gombe 4,809, 2,177m, 2,632f); (Yobe 5,890, 2,581m, 3,309f)	155% 25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	Target exceeded by 32%. Note above comment. Parents more inclined to enroll their children due to the impact of the project in year 1.
#/% of learners who complete the NFE/AE program *	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f);	14,321	65%	N/A	NA	NA	20,089; 8655m, 11,434 (Ada 4947, 2123m, 2824f; Bau 4851, 2091m, 2760f; Gom 4654, 2153m,	78% (Ada 68%; Bau 88%, Gom 84%; Yob 74%)	Target exceeded by 13%. Parents more inclined to enroll their children due to the impact of the project in year 1.

	Adamawa 4,666 (2,439m, 2,227f)						2501f; Yob 5637, 2288m, 3349f.		
Proportion of students who, by the end of one full year of NFE education (equivalent to Grade 2), demonstrate that they can read and understand the meaning of grade level equivalent text *(3.12.1-27)	32%: Adamawa 28%; Bauchi 36%; Gombe 33%	32%	40%	N/A	NA	NA	45%; 44% m, 46% f. Ada 41%; 41% m, 41% f; Bau 48%; 50% m, 46% f; Gom 43%; 37% m, 49% f; Yob 48%; 49% m, 47% f	45% (45%; 44% m, 46% f. Ada 41%; 41% m, 41% f; Bau 48%; 50% m, 46% f; Gom 43%; 37% m, 49% f; Yob 48%; 49% m, 47% f)	Target exceeded by 5%. The project's intensive training to the learning facilitators, mentoring and coaching support (on the job training) by mentor teachers to ensure quality delivery of instruction, developed scope and sequence that equipped the facilitator on what to do as well as scripted manual on how to teach a particular topic. Those contributed a lot to the performance of the children.
#/% of learners in NFLC/AE & FS who meet or surpass criteria for socio-emotional competency**	69%: Adamawa 97%; Bauchi 50%; Gombe 66%	69%	65%	N/A	NA	NA	72%; Ada 77%; Bau 68%; Gom 67%; Yob 74%	72%; Ada 77%; Bau 68%; Gom 67%; Yob 74%	Target exceeded by 7%. The project particularly the LFs has become more aware of techniques for handling learners with psychological needs
#/% of NFLC/AE learners transitioning to formal schooling (FS)	14%: Adamawa 12%; Bauchi 17%; Gombe 14%	14%	10%	(209) 1.2%	1,722 (23%)	3,305 (26%)	5163; 2349m, 2814f (Ada 931, 439m, 492f; Bau 1023, 413m, 610f; Gom 1539, 692m, 847f; Yob 1670, 805m, 865f	26% (Ada 19%, Bau 21%, Gom 33%, Yob 30%)	Target exceeded by 16%. Apart from the 5163 learners mainstreamed, the project, through the CC, LGEA and SUBEB is working to mainstream another 74% learners to formal school The project will also provide learning materials support to the 26% mainstreamed learners and obtain other support for others from government and other philanthropists.
% of LF/coaches in NFLC/AEs who	67%:	67%	75%	N/A	NA	NA	84%; Ada 64%; Bau 77%; Gom 100%; Yob 93%	84%	Target exceeded by 9%. The project part from the intensive training given to the learning facilitators, provided a mentoring

meet/surpass performance criteria*	Adamawa 75%; Bauchi 67%; Gombe 63%							(Ada 64%; Bau 77%; Gom 100%; Yob 93%)	and coaching support (on the job training) to them to ensure quality delivery of instruction, Also the project develop scope and sequence that equipped the facilitator on what to do as well as provided him with manual on how to teach a particular topic. Those contributed a lot to the performance of the children.
# of USG supported learning spaces meeting criteria for safe schools' program* (3.2.1- 40)	269(100%)	269	75%	4 (2.08%)	429 (98%)	432 (100%)	547 (100%)	547 (100%) (NFLC 408, FS 139 (Ada 166, NFLC 100, FS 66, Bau 128, NFLC 100, FS 28, Gom 121, NFLC 100, 21, Yob 132, NFLC 108, FS 24)	Target exceeded by 25%. The project developed a safe school checklist that guided the establishment and running of the centers and this was strictly adhered to
# of teachers/educators/teaching assistants who successfully complete in-service training or received intensive coaching or mentoring with USG support** (3.2.1-31)	464 (342m, 121f): Bauchi 153 (118m, 35f); Gombe 154 (117m, 37f); Adamawa 157 (108m, 49f)	464	526	38 (24m, 14f)	923 (663m, 260f): Ada 319 (216m, 103f), Bau 204 (159m, 45f), Gom 200 (146m, 54f), Yob 200 (142m, 58f)	246 (160m, 86f) Yob 52 (35m, 17f), Ada 194 (125m, 69f)	0	185% 975 (698m, 277f): Ada 319 (216m, 103f), Bau 204 (159m, 45f), Gom 200 (146m, 54f), Yob 252 (177m, 75f)	Target exceeded by 85%. Additional teachers were trained from formal schools were the learners were mainstreamed and in Yobe teachers from formal schools where learners were directly enrolled. This is in addition to learning facilitators, MTs that were trained to facilitate learning in the project established learning centers in the 4 states.
# of textbooks and other teaching and learning materials (TLM) provided with USG assistance ** (3.2.1-33)	L: 14,321 T: 422	L: 14,321 T: 422	L: 16,760 T: 448	L 209 T 38	L 22,046 T 486	L 3211 (Ada 2075, Bau 545, Gom 591) T 0	0	L:151% (25,257) T:126% (563) Total: 150% (25,820) L: 25,257 (Adamawa 7048, Bauchi 5462, Gombe 5536, Yobe 7211	Target exceeded by 51% for learning materials and by 26% for teaching materials. Materials were distributed to learners in NFLCs and Y1 learners mainstreamed to FSs. Also teachers involved in teaching IDP learners received training teachers in Adamawa were

								T: (Adamawa 121; Bauchi 121; Gombe 121; Yobe 200)	provided with teaching materials and provided will teaching materials to ensure the quality delivery of instruction.
#/% of CSOs/NGOs and CCs supporting and advocating for conflict-sensitive education in NFLC/AE/FSs **	56:14 NGOs (Bauchi 4, Gombe 5, Adamawa 5); 42 CCs (Bauchi 14, Gombe 14, Adamawa 14)	70	NGO:19 CC:52		NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:52 (Bauchi 14, Gombe 14, Adamawa 14, Yobe 10)	NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:52 (Bauchi 14, Gombe 14, Adamawa 14, Yobe 10)	NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:52 (Bauchi 14, Gombe 14, Adamawa 14, Yobe 10)	NGO:168% CC:100% NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:52 (Bauchi 14, Gombe 14, Adamawa 14, Yobe 10)	Target exceeded by 68%. More NGOs engaged (1/ per LGA) to facilitate effective coordination and reach.

Key: Ada-Adamawa; Bau-Bauchi; Bor-Borno; Gom-Gombe

Note: The Results Performance Column depicts level of achievement expressed as a percentage of Actual versus Planned.

EXECUTIVE SUMMARY

Program Description

The three-year (October 27, 2014 - October 26, 2017) Education Crisis Response Project aims to expand access to quality, protective, and relevant non-formal education and alternative education opportunities for internally displaced out-of-school children ages 6 -17, in Adamawa, Bauchi, Borno, Gombe and Yobe states.

Monitoring and Evaluation (M&E): The project during the fiscal year exceeded targets on all indicators (see result summary table above). The project put a rigorous monitoring system in place and continuously used findings for project review and design as appropriate and applicable.

Security challenges mitigated: During the fiscal year, the project strengthened its security unit with the engagement of a Security Officer in Gombe state and a Security and Operations Manager in Borno state. The project continued to collaborate with other programs to improve information sharing and coordination of security.

Do No Harm - The project ensured the minimum requirement of conflict-sensitivity in all programming, while maintaining awareness of the impacts of education assistance in conflict settings. The project-established Centers are centers of peace where children are taught how to socialize, hope for the future, and learn.

Collaboration: The OANDO Foundation (OF) supported mainstreamed learners with learning kits worth NGN1.906M (\$9,492.40) in Adamawa and Bauchi states. ECHO-Children of Peace project provided first aid kits in all the learning centers in Adamawa, while the Red Cross trained LFs on how to use the kits. An assessment of the humanitarian needs of IDP learners was conducted during the fiscal year. The study is now under review by the UN team lead by US Africa Ambassador Samantha Power. The findings may adopt/adapt the project's model to provide accelerated access to out of school IDPs.

Project Progress Highlights

The project recorded remarkable outcomes during the fiscal year. The measured results included expanding learning opportunities and restoring hope for internally displaced children, adolescent girls, youth and their parents/guardians in the five focal states. The project rapidly established its presence in Borno state by selecting project LGAs (in Maiduguri Metropolitan Council area, Jere, Konduga, Kaga and Biu LGAs), and identifying and verifying the location of communities. In Borno, the verification exercise showed that over 300,000 IDP children living in over 100 communities are in need of educational opportunities. Although not adequate to address 100 per cent of the needs, 300 NFLCs will be established. 15,000 learners will be accommodated in these centers.

Learners attending 408 NFLCs across the project states demonstrated significant improvement in literacy and numeracy as indicated by the assessments conducted during the fiscal year. At baseline, 56 percent of learners were unable to recognize letters of the alphabet or read words and a monumental 91 percent of them could not perform addition and subtraction. The end line results showed that 57 percent of the learners were able to read paragraphs and a fraction of them could understand what was being read. Also at the end line, over 40 percent of the learners was able to do addition and subtraction, with a few of them capable of performing division. To ensure its legacies are sustained after close out, the project worked with its government partners to develop transition plans, which led to a commitment of \$278,169 (NGN 79M) earmarked by respective state government to replicate and establish and manage 85 NFLCs in 2017.

Local Capacity Building for Project Implementation and Material Development

The project trained 923 educators on approaches to teaching reading and numeracy, classroom management, social and emotional learning and information on safe schools. These trainings included learning facilitators, mentor teachers, and formal school teachers. The project also collaborated with National Population Commission (NPC) to train learning facilitators, mentor teachers, and sub-grantees to support the registration and issuance of birth certificates to IDP learners. Members of the Community Coalitions (CCs) were trained on resource mobilization and development of Community Action Cycles. Finally, the project intensified trainings for local NGOs grantees, enabling them to be responsive to needs and expectations of the learners and communities.

Leverages: Education Crisis Response project leveraged the existing work of organizations and individuals in the focal states to boost its intervention. In PY2, the project received support totaling NGN 9,027,536.00 (\$30,746.05). In Adamawa state, FOMWAN donated 144 cans of Frisomum (feeding and milk supplement), worth NGN 187,200 (\$940) to 100 pregnant women and lactating IDP mothers. Likewise, IRC's health department provided 32 tins (each containing 1,000 tablets) of anthelmintic (deworming) medicines valued at NGN 57,216 (\$288) to strengthen growth and to reduce health risks among over 22,000 IDP learners in the project-supported NFLCs.



1. ACTIVITY IMPLEMENTATION PROGRESS

1.1 Project Progress Highlights

Project conducted Assessments to inform project design and feedback for programming: The project conducted a rapid situation assessment (RSA) in Borno state to assess the status of education and educational needs of IDP children, adolescent girls and youth living in host communities and IDP camps. It also conducted community education and conflict assessment (CECA) in Adamawa, Bauchi, Gombe and Yobe states to map out locations of IDPs and to determine where to establish NFLCs. The RSA conducted in Borno informed the USAID/Nigeria Mission’s decisions for project expansion. Using the Annual Status of Education Report (ASER), the project conducted baseline and end-line assessments to determine the impact of project intervention. While the baseline results showed that nearly half of all the learners surveyed were unable to read letters or words and that only 9 percent of them could perform addition and subtraction, the end-line assessment showed a significant improvement, with 57 percent of the learners now able to read grade two level texts and 41 percent of the learners able to perform basic arithmetic operations. Also using the Strength and Difficulties Questionnaire to assess learners’ socio-emotional well-being, the project was able to measure an improved well-being for 72 percent of the learners at end-line (see [details in IR1.1 below](#)).



Photo 1: A focus group discussion with Teachers in Pompomari Community in Damaturu. Credit: Garba Gambo Jawa

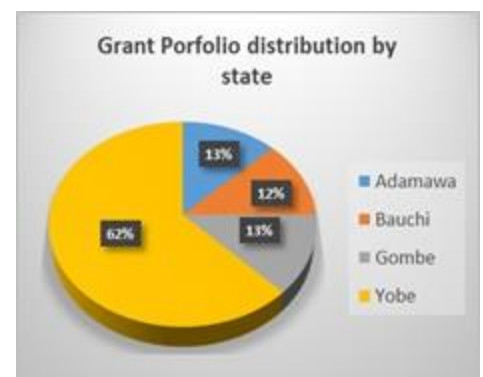
PY3 work plan and project close out preparation and planning:

Towards the end of year two, the project held a work planning conference to identify the tasks and activities to undertake in project year three (PY3) with aims of sustaining accomplishments and momentum built in PY1 and PY2 under the theme “The Dawn of Hope.” Following the conference, the project organized state level work plan meetings to allow focal states to adapt the project work plan to address their unique needs and concerns. (See [details in section 5.](#))

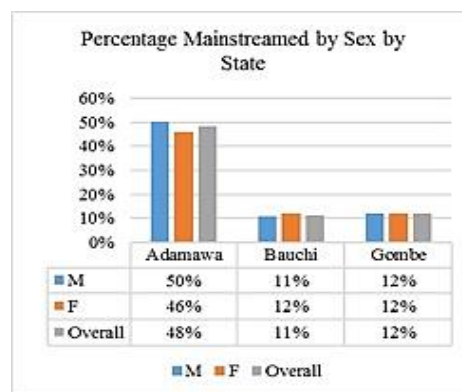


Photo 2: Bauchi state Deputy Governor, represented by the Hon Commission of planning commission, Alhaji Shehu Barau Ningi declaring PY3 work plan conference open. Credit: Chris Ikpe

The PY2 & PY3 Grantees Selection Process: The project implements its program by awarding grants to local NGOs through a competitive process. Thirty-two NGOs were successfully screened and awarded a total of NGN 177.1 million (\$890,000). These included eight grantees each in Adamawa, Bauchi and Gombe states, and nine in Yobe state. Towards the end of PY2, the project repeated an exercise that resulted in the selection of 44 grantees. (See [IR 1.2 below for details.](#))



Mainstreamed 3,382 (1801m, 1581f) learners in Adamawa, Bauchi and Gombe states: The project completed the mainstreaming of 3,382 (1801m, 1581f) successful learners from PY1 cohort into formal schools. State government institutions in charge of mass education took the lead in conducting the assessment, moderation and certification of learners in accordance with state policy. (See [IR1.2](#) for details.)



Project Established 408 NFLCs and enrolled over 25,000 learners in PY2: In collaboration with its state partners and local NGOs, the project conducted sensitization campaigns to mobilize parents, the community and the traditional leaders in support of the enrolment drive. Members of 52 CCs were trained to support the enrolment of 25,916 (11,583m, 14,333f) learners, 55 percent above the project’s targets. The types of learning centers established in PY2 included 214 centers that promote co-education, 64 AGLCs, 66 YLCs, 59 girls only, and 3 centers for physically challenged. The project also supported the training of teachers in 163 formal schools in Adamawa, Bauchi, Gombe and Yobe states. (See [details in IR1.1 below](#))



Photos 3: Group picture of stakeholders from the five project states. Credit: Abdullahi Mahmood

Sustainability and policy: The project organized a two-day conference to bring together high-ranking government officials, legislators, and other key stakeholders (traditional and religious leaders) from the five project states to solicit their support to provide access to quality education to internally displaced children. The participants agreed to design state specific transition plans that will sustain the project’s legacies. They also made a pledge to contribute NGN 79 M (USD 278,169) (Adamawa NGN 5M, Bauchi NGN 15M, Gombe NGN 29M and Yobe NGN 30M) to replicate and establish 85 NFLCs. The project also received support from other government agencies such as NPC that issued over 2,000 birth certificates for IDP learners across project state. (See [details in IR4.3 below.](#))

Monitoring and quality assurance: The project engaged 78 (65m, 15f) mentor teachers to ensure that LFs are delivering quality instruction. Mentor teachers observed the teaching-learning process and provided feedback to LFs. Project staff and grantees also conducted routine monitoring to support NFLCs. The monitoring mechanism was further strengthened with the recruitment, training and deployment of 211 monitoring facilitators (152m, 59f) to ensure quality. This led to marked improvement in service delivery in the learning centers. (See [section 2.4 below for details.](#))



Photo 4: Vice President of Creative Associates International, Earl Gast visits a non-formal learning center in Bauchi. Credit: Chima Onwe

Technical coordination and visits: The project held quarterly technical summits for technical staff to widen their understanding of the project and its inter-linkages, review project implementation status and state-specific strategies, discuss effective approaches to achieving project deliverables, and share best practices to foster adaptive learning on the



Photo 5: Mission Director, USAID/Nigeria, Michael Harvey at Kagadama NFLC, Bauchi state. Credit: Chris Ikpe

project. The project also received technical support from Creative's headquarters. (See [details in Section 5 below.](#))

Collaboration and leveraging the work of other actors: In PY2, the project collaborated with several local and international organizations with the aim of expanding educational opportunities to out-of-school children. The project received support from individuals and organizations to the tune of NGN 9,027,536.00 (\$30,746.05) (see annex D for details). The OANDO Foundation through its Adopt-A-School Initiative (AASI) provided scholastic materials to 500 mainstreamed learners (250m, 250f) in Adamawa and Bauchi states. The project also works with the United Nations World Food Program, Mercy Corps and others to improve livelihoods of IDPs families in Yobe. (See [details in section 4.1](#)).



Photo 6: Mainstreamed learners display scholastic materials received from Oando Foundation. Credit: Christian Ikpe.

Similarly, FOMWAN Adamawa state chapter donated 144 cans of Frisomum (feeding and milk supplement), worth NGN 187,200 (\$940), to 100 pregnant women and lactating IDP mothers. IRC's health department provided 32 tins (each containing 1,000 tablets) of anthelmintic (deworming) medicines valued at NGN 57,216 (\$288) to strengthen growth and to reduce health risks among over 22,000 IDP learners in the project-supported NFLCs. A philanthropist provided his large sitting room

as a classroom for the community-established AGLC in the Tirwum community in Bauchi. The management of Zion Primary and Secondary School single-handedly mainstreamed 12 learners (6m, 6f) graduating from project's NFLCs in Bauchi. The project also leveraged support from the management of local government councils, local philanthropists, trade associations and community leaders (See [details in section 4.](#))

Challenges

During the year, the project encountered some implementation challenges associated with security. Two violent outbreaks occurred in Adamawa contributing to the closure of two learning centers. They were later re-opened by the CC after the crisis was subsided. We also witnessed several bomb explosions in Borno state. Equally, towards the middle of the year, some IDP learners from project states began relocating to their original communities as peace gradually returned to North Eastern Nigeria, resulting in the lower enrolment in certain areas. However, current enrolment and attendance figures are still far above planned targets thanks to CC's efforts to mobilize parents to send their children to school. The project is also collecting data to identify other communities with high concentrations of IDP school-aged children with the hope of opening more centers.

Do No Harm

The project ensured the minimum requirement of being conflict-sensitive in all programming, while addressing the impact that education assistance undoubtedly has in conflict settings. This approach requires conscious decision-making that factors in awareness of the project's impact on power relations and inter-group relations, which may contribute to conflict. These include but are not limited to: the selection of LGAs, the selection of children youth, adolescent girls and physically challenged individuals from diverse religious and cultural settings, engagement of communities in selecting and training LFs, locating centers and forming community coalitions. All manuals and guides developed for the project incorporated the 'Do No Harm' principles (neutrality, impartiality, inclusiveness, respect for culture and customs, accountability, inter-personal skills, conflict-mitigation, peacebuilding, and an emphasis on social-emotional competencies in the teaching curriculum). The NFLCs are centers of peace and children are taught how to socialize, hope for the future, and learn.

1.2 Implementation Status

IR 1: Increased Availability of Quality and Safe NFE and Alternative Education opportunities

Sub-IR 1.1 Establish safe, non-formal and alternative education opportunities

Project conducts Assessments to inform program design and feedback for programming:



Photo 7: Dauda Gombe and Kauma Bura in a FGD with IDP Children (Boys) in Ajiyari Community in Geidam *Credit: Peter Fujuno*

The project conducted Community Education and Conflict Assessment (CECA) to map out the location of formal and non-formal schools, as well as their enrollment areas. The project trained 28 enumerators and supervisors (19m, 9f) to facilitate focus groups, conduct in-depth interviews, take notes and generally observe data collection protocols.

Findings in Yobe revealed a decline in Boko Haram's activities and also identified that economic and financial constraints remain a major constraint for low enrollment. The

uptick in safety and security was recognized in the communities surveyed, which had organized security and early warning procedures in their wards and schools. Some children and families remain fearful of traveling to school, and a minority of families cite security as the reason for keeping their children at home. The report also revealed that some schools remain damaged, but most communities report that schools were re-opened. An unsafe learning environment is still prevalent among some localities that were surveyed. The findings also showed that approximately 30-40 percent of the IDP population, particularly the poorest children, was not enrolled in school. The project considered these findings in designing its implementation in Yobe state by enrolling 1,857 (928m, 929f) in public schools and 5,759 (2,368m, 3,391f) in NFLCs.



Photo 8: Dauda Gombe in a FGD with IDP parents (fathers) in Kafela Community in Geidam. *Credit: Peter Fujuno*

Rapid Situational Assessment in Borno: The project also conducted Rapid Situational Assessment (RSA) in Borno state, which later informed USAID/Nigeria’s decision for project expansion. As was the case in the initial states, focus group discussions and in-depth interviews were used as data collection methodologies in addition to desk reviews. The assessment revealed that between 26-51 percent of students are displaced in Borno state and that most parents were worried about sending their children to schools due to fear of attack by insurgents. The assessment also showed that while the insurgents spared schools in some communities, in other communities almost 100 percent of the schools were completely destroyed. The assessment also revealed that the teacher population has depleted dramatically by the insurgency and only 26-50 percent of the teaching force returned to their original communities in two LGAs sampled.

Project issues grants to 32 NGOs to support implementation of curricular content and vocational skills:

A total of 32 NGOs (7 applications in Adamawa, Bauchi and Gombe, 8 in Yobe, and 3 Joint Associations of People Living with Disability) were recommended for funding following rigorous review of applications. This recommendation was followed by a four-day participatory training exercise to build the capacity of the grantees and two local partners (CSACEFA and FOMWAN). Topics included project goals, expected targets and deliverables and implementation strategies, ‘Do No Harm’ principle, Social and Emotional Learning, grant management, procurement (documentation), efficient management of NFLCs, maintaining center records (timetables, log books, attendance registers, health books, visitor’s books, and inventory, etc.), M&E tools, and weekly/monthly reporting templates among others.



Photo 9: Sub-grantee participants at the capacity training in Bauchi. Credits: Chris Ikpe

Project conducts familiarization visits to LGA stakeholders and community leaders to introduce NGO sub-grantees:



Photo 10: Education Crisis Response staff in a photo with the Emir of Damaturu Alh. Shehu Hakimi II Ibn Umar El-Kanemi. Credit: Hauwa Gwary

In PY2, the project and government partners conducted familiarization visits across the four project states to introduce the 32 sub-grantees to key stakeholders: LGA councils and communities. The support pledged by these local actors and education managers at the local government levels contributed to the project’s success in PY2. For example, the Emir of Bade in Yobe state described the project intervention as “timely and noble,” and urged support from all: “*This is a good and noble project, let’s do what is good for us,*” he said. The visits assisted in building trust, increasing consensus and transparency, and better decision-making.

Education Crisis Response sets up 408 NFLCs and supports 165 formal schools: The project used baseline assessment and CECA findings to design its program. The process began by conducting advocacy visits to all government and non-government stakeholders to support the establishment of quick-win centers in Yobe state. In PY2, the project established a total of 408 NFLCs (see table 1 for summary of center types) and supported 165 formal schools (see [annex E for list of formal schools supported by the project](#)).

As a result of relative peace in Yobe, the project with approval from USAID identified three primary schools (one in Damaturu and two in Potiskum) where 210 IDP children (100m, 110f) were identified and enrolled. At scale-up in Yobe, the project identified and supported 24

formal schools and established 100 non-formal learning centers across the five LGAs with total enrolment of 7,616 learners (3,295m, 4,320f), or 44 percent above the target.

In the pioneer states of Adamawa, Bauchi and Gombe states, the project mobilized communities in 21 focal LGA to enroll 18,300 (8,741m, 9,559f) learners. Overall enrollment figure was 25,916 (11,583m, 14,333f) in the four states. These include: Adamawa 7,228, (3,377m, 3,851f), Bauchi 5,502 (2,389m 3,113f), Gombe 5,570 (2,521m, 3,049f) and Yobe 7,616 (3,296m, 4,320f). It is worthy to note that female learners make 55 percent of total enrollment. Similarly, 72 percent of enrolled learners were IDPs while 27 percent were out-of-school host community children.

Table 1: Summary of types of centers by states and LGAs

LGAs	*AG LC	*CPC	*GLC	*NFLC	*YLC	Total NFLC	Total *FS	Total
ADAMAWA								
Fufore	2		2	8	2	14	14	28
Girei	2		2	8	2	14	10	24
Numan	2		2	8	2	14	11	25
Shelleng	2		2	8	2	14	11	25
Song	2		2	8	2	14	7	21
Yola-North	3	1	2	8	2	16	4	20
Yola-South	2		1	9	2	14	9	23
Sub Total	15	1	13	57	14	100	66	166
BAUCHI								
Alkaleri	1		1	9	3	14	4	18
Bauchi	3		2	8	2	15	4	19
Dambam	2		1	9	2	14	4	18
Gamawa	2		2	8	2	14	4	18
Ganjuwa	1		3	8	2	14	4	18
Itas-Gadai	2		2	8	2	14	4	18
Toro	1		2	9	2	14	4	18
Sub Total	12	0	13	59	15	99	28	127
GOMBE								
Akko	2		2	9	1	14	3	17
Balanga	2		2	8	2	14	3	17
Dukku	2		2	8	2	14	3	17
Gombe	3	1	2	8	2	16	3	19
Kwami	2		2	8	2	14	3	17
Shongom	2		2	8	2	14	3	17
Yamaltu Deba	2		2	8	2	14	3	17
Sub Total	15	1	14	57	13	100	21	121
YOBE								
Bade	7		2	6	5	20	5	25
Damaturu	5	1	5	12	3	26	5	31

LGAs	*AG LC	*CPC	*GLC	*NFLC	*YLC	Total NFLC	Total *FS	Total
Fika	5		3	9	7	24	4	28
Nguru	3		1	8	6	18	6	24
Potiskum	2		8	6	3	19	4	23
Sub Total	22	1	19	41	24	107	24	131
Grand Total	64	3	59	214	66	406	139	545

* **AGLCs**: Adolescent girls learning centers, **CPC**: Center for the physically challenged; **GLC**: Girls only learning centers; **NFLCs**: non formal learning centers; **YLCs**: Youth learning centers; **FS**: Formal schools

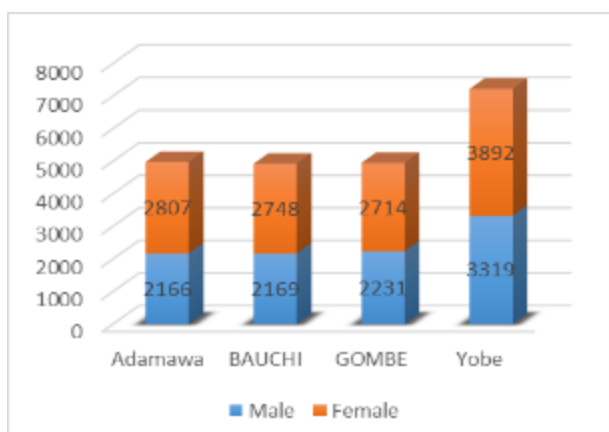


Figure 2: PY2 Enrollment figures disaggregated by sex of learners.

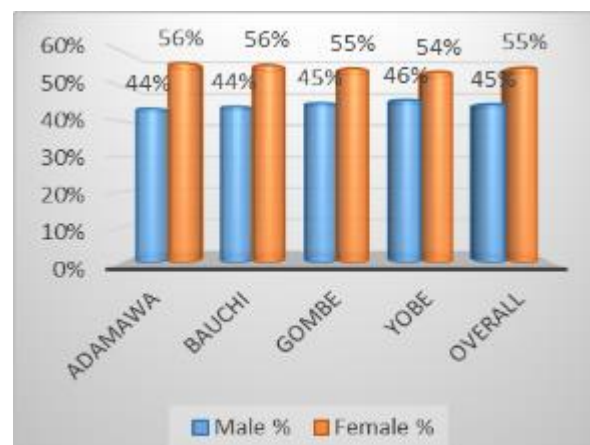


Figure 1: PY2 enrollment proportion by project states

The ratio of IDP to host community children in project centers is about 3:1 as there are 73% IDPs and 27% host community children. This proportions disaggregates into Adamawa: 72% IDP, 28% host; Bauchi: 74% IDP, 26% Host; Gombe: 57% IDP, 42% Host; and Yobe: 89% IDP, 11% Host.

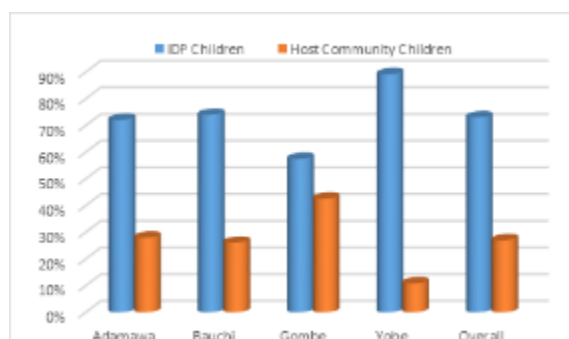


Figure 3: Proportion of IDP and Host Community Children in USAID Education Crisis Response Project's Centers

Safety benchmarks set for safe and protective non-formal and alternative education options:

The project strengthened its collaboration with state and community actors to ensure safe and protective environment in NFLCs. In addition to safety benchmarks¹ endorsed by the project, the project encouraged CCs to keep an eye to the centers while learning is taking place as well as train them and LF on rapid response to any possible attack. School-wide rules and positive discipline procedures were also adopted. Awareness was raised among mothers, parents, elders

¹ Safety benchmarks for the project include but not limited to ensuring that children are free from victimization and sexual exploitation by their peers and community members; established teachers' codes of conduct, facilitators' remuneration; defined facilitator-learners' ratio, contact hours, language of instruction and the delivery method.

and other relevant community actors so that these stakeholders will become responsible for implementing the set benchmarks. All NFLCs, CSOs, NGOs, and government agencies were trained on understanding how to incorporate these benchmarks into program activities and how to monitor their compliance.

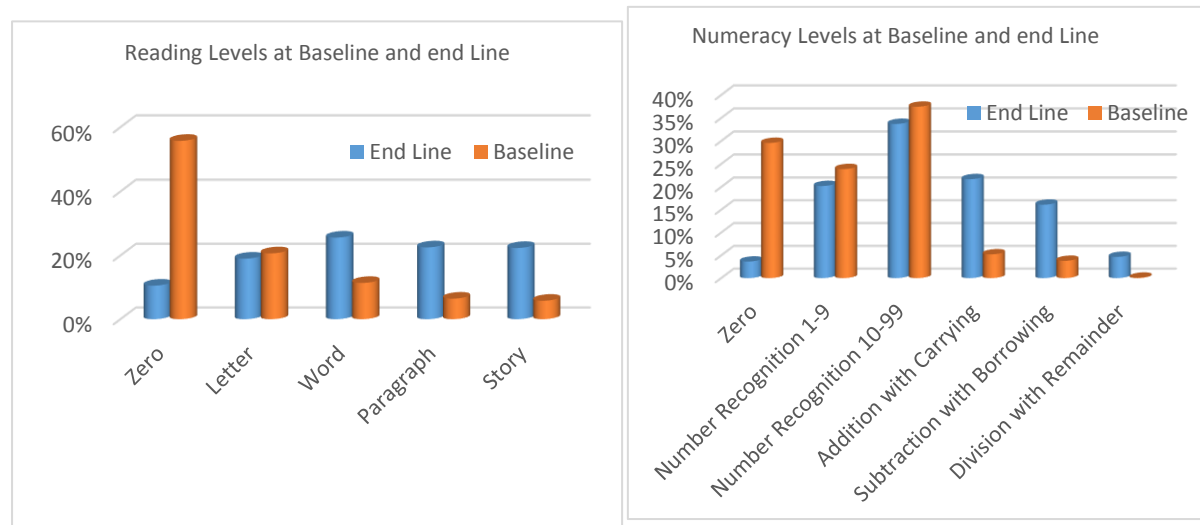
Sub-IR1.2 Integrate accelerated learning programs (ALPs) for core academic subjects, life skills, and socio emotional learning (SEL) services into NFE and alternative learning programs

Baseline and end-line assessments conducted: The project used ASER as baseline and end-line assessment tool in PY2. The findings of the baseline assessment show that over half of all those surveyed (a total of 56 percent) were unable to recognize the letters of the alphabet even though the ability of children to read grade two texts was found to increase with age. This results in nearly half of those at age 16 being able to read grade 2 level stories. In terms of numeracy, learners at baseline had low numeracy skills.



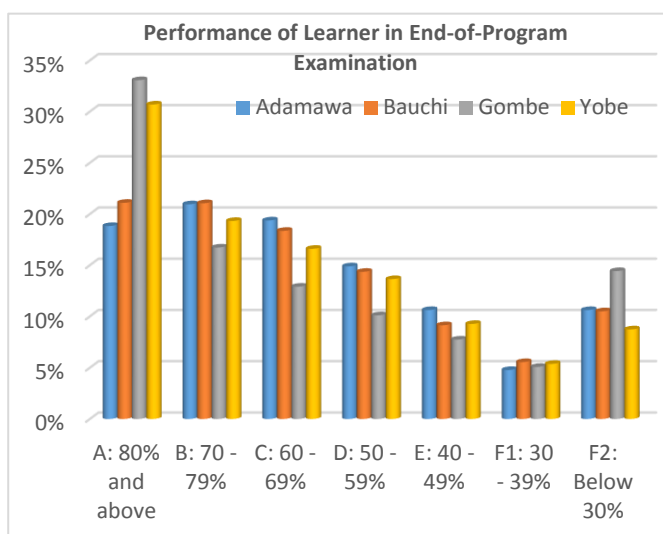
Photo 11: Participants at enumerators' training on ASER/SDQ tool development
Credit: Rasheed Sanni

Only about 9 percent of the learners surveyed could perform addition and subtraction while division was successfully performed by only 0.3 percent of the children surveyed. The ability to count to 100 was also found to increase with age, and 50 percent of learners who were 13 years and older could perform this function. On socio-emotional well-being scores, less than 20 percent of the learners surveyed fell within normal ranges. However, significant improvements have been recorded on all indices. For example, at the end-line, 71 percent of the learners (26 percent, 23 percent and 22 percent) were located in the uppermost three levels (i.e. word, paragraph and story levels respectively of reading). Similarly, 46 percent of the learners (26 percent, 15 percent and 5 percent respectively) were located at the top three levels of numeracy (i.e. addition, subtraction with remainder and division levels respectively); against the 9 percent (5 percent, 4 percent and 0 percent) during the baseline. Furthermore, 78 percent of learners were located in the normal socio-emotional level during the end-line assessment. These findings are indicative of the successes of project activities.



3,382 (1801m, 1,581f) learners Mainstreamed in Adamawa, Bauchi and Gombe states: The

project successfully collaborated with Agency for Mass Literacy/Non Formal Education across the four states of Adamawa, Bauchi, Gombe and Yobe to conduct an end-of-the-program examination. Examination was standardized across the states. Administration, scoring and moderation were all done in collaboration with the states agencies. In the end, a total of 20,089 (8655m, 11434f), [(Adamawa: 4947 (2123m, 2824f); Bauchi: 4851 (2091m, 2760f); Gombe: 4654 (2153m, 2501f); Yobe: 5637 (2288m, 3349f)] learners took part in the examination and



84 percent of the learners were declared successful by the different agencies, with the success rate in each state being above 80 percent (i.e. Adamawa: 85%; Bauchi: 84%; Gombe: 81%; Yobe: 90%). The spread of this figure into states, together with the performance of the learners is shown in the chart above. Given this performance the project is currently processing the mainstreaming of 26 percent (Adamawa: 19%, Bauchi: 21%, Gombe: 33%, Yobe: 30%) of the learners who performed excellently well in the examination into formal schools. Furthermore, the project is also working with the different state governments and philanthropists to ensure mainstreaming of many additional learners into formal schools.

Support for PY1 mainstreamed learners: The project support provided scholastic materials to 3,305 (1,696m; 1609f) mainstreamed learners in Adamawa, Bauchi and Gombe states. In Yobe, the project collaborated with grantees to distribute sets of scholastic materials, water and hygiene facilities to 7,616 (3296m, 4320f) learners enrolled in the 24 project-supported formal schools and 108 NFLCs. In addition, the proprietor of the private school Zion Pilgrim Primary and Secondary School Kagadama supported the mainstreaming of 12 (6m, 6f) graduating learners from the first cohort of IDPs into formal schools and provided training in carpentry and basic computer literacy for the internally displaced youths. They also organized a Christmas celebration for internally displaced children from the non-formal learning center in Kagadama.

Table 2: # of learners who received support for mainstreaming by states

	Adamawa	Gombe	Bauchi	Yobe	Total
M	1117	311	268	0	1,696
F	958	380	271	0	1,609
Total	2075	691	539	0	3,305

In Adamawa, the project



Photo 12: Head teachers receiving sanitary kits at John Holt and Hodi pare girls' schools. Credit: Salamata Ali-Shuwa

collaborated with ECHO Children of Peace to disburse NGN 2.8m (\$14,219) as bursary² to 2,073 (1,144m; 929f) mainstreamed learners in the 66 project-supported formal schools. The bursary helped the beneficiaries buy school sandals and sew the school uniform that were earlier provided by ECHO-Children of Peace.

² A monetary award made to learners who cannot afford to pay school levies and/or meet other schooling expenses.

Each beneficiary received NGN 1,650. An additional 3,300 less-privileged learners from host communities enrolled in one of the project-supported formal schools (50 per school), were also given NGN 1,460 each. Similarly, a set of WASH materials were distributed to 10 project-supported formal schools in Numan LGA of Adamawa state with each set valued at NGN240/\$8.51 (6 brooms, 1 rake, 4 liters of germicide and 1 waste bin). A philanthropist, Alhaji Abubakar Aliyu donated school clothing worth NGN 19,000 (\$97.65) to IDP learners in Akko North LGA, Gombe state. Fifteen learners (10m 5f), earlier mainstreamed to formal schools benefitted from this donation. The head teacher of Barunde primary school, who presented the donations to the learners, said he would continue to support the mainstreaming of IDP learners into his school.



Photo 13: The head teacher of Barunde primary school, Akko LGA, Sani Jauro presenting set of uniform to a mainstreamed learner.
Credit: Maigari Hamza

Planned Project Year Two (PY2) mainstreaming: As part of the strategies for mainstreaming learners who graduated from the centers, 42 formal schools (2/LGA) were identified around the centers in the 21 LGAs in PY1. Teachers in these schools were trained on social emotional learning skills and pedagogical skills. In PY2, the project, in collaboration with LGA Education secretaries, conducted training for 439 (299m, 140f) formal schools' teachers where learners will be mainstreamed by the end of PY2 in Adamawa, Bauchi, Gombe and Yobe states. The project collaborated with state agencies for mass education/adult and non-formal education to moderate the examination as conducted in PY1. The project planned to mainstream 20 percent of PY2 learners in the four states into formal schools while state governments and community coalitions will be mobilized to support the mainstreaming of other learners that pass the entry tests, as agreed upon by policy makers. Those who fail will be mainstreamed into one grade below if they are within the appropriate age limit. Arrangement is also underway to enroll older children by states into post literacy centers.

Project improves Reading in Hausa among IDP learners: Using the enhanced curriculum, the project, in collaboration with the learning material development groups (LMDGs), reviewed and adapted two books, which had earlier been developed by USAID-Reading Access and Research Activity (RARA) project. The non-formal education technical working group (NFE TWG) also conducted monitoring visits to all project supported NFLCs and (formal schools in Yobe state) to ensure compliance with the project safety benchmarks, learners' attendance, conduciveness of learning environment, pedagogy, management of center records, adherence to scope and sequence and the general wellbeing of learners at NFLCs. The monitors observed that many of the learners could identify, read and write simple Hausa letters and words, and were seen interacting with other learners.

Integration of alternative learning programs in NFLCs, YLCs and AGLCs: The project worked with CCs to mentor teachers and the learning facilitators of each community to conduct a skill prioritization exercise for all the youth and adolescent girls learning centers in the project states. The project received support from the National Directorate for Employment (NDE). Some of the skills identified as profitable and easy to learn include the following:

For adolescent girls: pomade and soap making, detergent making, room fresheners, crocheting, sewing (hijabs, bed-sheets, window blinds, underwear), Henna (body decoration), bead making (necklace, bangles, bags, flower vases), bead stringing, fish smoking and spice production.

For adolescent boys: tie and dye, haircutting, soap and pomade making, leather works (bags, belts, slippers, shoes), motorcycle seat covering, furniture (local stools, benches) making,

basket making, bricks/interlocking stones making, and vulcanizing.

Aluminum pot making, bag production, doormat making, groundnut oil extraction were identified as appropriate for both adolescent boys and girls. The project facilitated skill acquisition trainings by engaging local craftsmen and women within the communities and to begin production. Graduates from the AGLCs and YLCs will be supported with materials for the prioritized skills.



Photo 14: Finished products for sale at Jangadole AGLC – Fika LGA. Credit: Hajiya Hauwa



Photo 15: Henna designs made by AGLC Moi Mama - Fika LGA. Credit: Hajiya Hauwa

Project supports 134 AGLCs and YLCs with materials for skills acquisition:

The project supported 134 learning centers (66 youth learning centers and 68 adolescent girls' learning centers) with skill acquisition in Adamawa, Bauchi, Gombe and Yobe states. Learners at these centers practiced pomade making, liquid soap preparation, knitting, dyeing, perfume production, tailoring, beads making, leathers work, polythene processing, body decoration, hand set repairs and hair cutting. Some of these learners were attached to master craftsmen/women to learn computer skills, vulcanizing and bricks making for economic empowerment and self-reliance.



Photo 16 & 17: Learners in a youth learning center in Yobe state practicing how to make bricks and interlocking stones. Credit: Saade Kachalla



Do No Harm: The project upheld the 'Do No Harm' principle across the learning centers by incorporating SEL and psychosocial activities in the centers, providing counseling for all children, and offering sensitivity training to all LFs. Interpersonal skills and social emotional competencies were reviewed, developed, and improved upon in the teaching of core subjects. Center activities were age-appropriate and culturally sensitive to the different groups of learners. The dominant local language, Hausa, was used in the learning centers to reach all IDPs from similar linguistic regions. A consideration for translating of manuals in Kanuri was considered for Borno during manuals validation review. In addition, recreational activities were incorporated into various schools and program centers. The 'Do No Harm' principle was integral to grantee orientation, and included a focus on inclusion and transparency. The selection and screening of learning facilitators via a written test was conducted in close collaboration with communities, CCs, and grantees, thereby reducing the risk of favoritism. Although the project focuses on IDPs, children of the host community were also provided with the opportunity to access these centers to avoid stigmatization of the IDPs, and to ensure that the centers promote the inclusion of IDP children and host community children. Educational opportunities provided by the project gave girls and boys a greater sense of confidence and an increased ability to cope with adversity and recover from distress.

Coordination: The project used Safe School Initiative (SSI) tools for various assessments conducted during the year. Staff members from Colleges of Education and Universities, the National Mass Education Commission, (SAME), SMOE, and SUBEB were involved in the planning, training and data. In the same vein, MDAs, CSOs, FBOs), and CC members served as key partners in the identification and enrolment of IDPs and location of NFLCs. The NFE-TWG conducted quarterly technical meetings with all relevant stakeholders. These meetings serve as a vehicle for disseminating good practice in implementing NFE services for IDPs and

host learners. At the national level, the project worked closely with CSACEFA and FOMWAN to serve as mentors to the grantees given their experiences at the national level and in managing the “quick win” centers established at the launch of the project.

Collaboration: The project organized meetings to review project progress and address challenges. The project collaborated with Ministry of Budget and Economic Planning to convene stakeholder meetings to address issues that require a collaborative approach. The project, in collaboration with state and local government partners and CSOs, held regular meetings through TWGs and initiated continuous, multi-level support for NFE and alternative education options. The Project Consultative Group (PCG), TWGs, and CSOs explored opportunities for transition plans to increase state and local government financial support to NFE. Furthermore, in a collaborative effort, the project conducted PCG meeting to discuss project status, and presented newly developed materials for approval by the Ministry of Education. The developed manuals include: Trainers Guide, Facilitators Guide, Coaching and Mentoring Handbooks, the Community Handbook, and Scope and Sequence and Enhanced NFE Curriculum. These manuals ensure qualitative learning efficacy in established NFLCs.

IR.2 Improved Quality of Instruction in NFE and Alternative Education Programs

Sub-IR2.1 Increase the number and improve the capacity of LFs to provide literacy, numeracy, and life skills instruction and SEL services

Project strengthened/established NFE Technical Working Group (TWG) and Learning Material Development Group (LMDG) in project states: The project strengthened TWGs in Adamawa, Bauchi and Gombe states and established all such structures in Yobe and Borno states to maximize government buy-in. Other TWGs were formed included: Teacher Education (TE) and Learning Materials Development (LMD) in Yobe and Borno. Members were drawn from MOE, SAME, SUBEB, MOWA, the Ministry of Youth and Sports, CSACEFA and FOMWAN, and other NGOs. The Executive Secretary of SAME/ANFEA served as the chairman of the TWGs.

Project trains formal schools’ teacher during Quick-Win Activities in Yobe state and Refresher Training in Adamawa: The take-off in Yobe state began with training of formal teachers in Damaturu and Potiskum local government areas as formal school systems were up and running. The teachers were introduced to new concepts of literacy (reading), numeracy and social and emotional learning (SEL), as well as the use of scripted lessons for reading, numeracy and SEL.



Photo 18: Group photo of formal schools’ teachers from quick-win schools, Yobe after the training.
Credit: Hauwa Gwary



Photo 19: formal schools’ teachers at an SEL simulation during training.
Credit: Hauwa Gwary

Step-down for learning facilitators/mentor teachers/formal school teachers in project states: A total of 923 (663m, 260f) educators were trained in PY2. Out of these, 406 (299m, 107f) were learning facilitators; 78 (65m, 13f) were mentor teachers drawn from the LGEAs, while 439 (299m, 140f) were teachers from formal public schools. They received an initial three-day training on literacy and numeracy across the 26 focal LGAs followed by additional two days training on SEL. The training workshop equipped the participants with knowledge and skills of activity-based and learner-centered pedagogy.

Techniques encompassing peer-learning and practical activities that enabled participants to write effective lesson plans infused with SEL competencies; effective application of wraparound services to address social barriers to learning which included psychosocial support skills and services for addressing trauma and referral pathways for learners' social, health; emotional and nutritional needs were some of the topics taught. Participants were also taught how to produce instructional materials using available local materials (Make and Take). The project observed a significant improvement in teacher instruction during routine monitoring. About 78 percent of LFs observed met the minimum standard of teaching on the classroom observation tool. Below is a detailed number of personnel trained by state and LGA disaggregated by gender. Learning facilitators and mentor teachers were trained to report incidence that affect learners and also how to address them.

Table 3: Number of Learning Facilitators, Mentor Teachers and Formal School Teachers Trained

LGA	Learning Facilitators			Mentor Teachers			Formal School Teachers			Total Trained		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Fufore	10	4	14	3	0	3	34	6	40	47	10	57
Girei	13	1	14	3	0	3	22	6	28	38	7	45
Numan	3	11	14	3	0	3	10	22	32	16	33	49
Shelleng	10	4	14	1	2	3	22	10	32	33	16	49
Song	10	4	14	3	0	3	18	4	22	31	8	39
Yola North	9	7	16	2	1	3	4	8	12	15	16	31
Yola South	12	2	14	2	1	3	22	10	32	36	13	49
Bauchi state												
Alkali	11	3	14	2	1	3	9	3	12	22	7	29
Bauchi	9	7	15	3	0	3	6	6	12	18	12	30
Dambam	11	3	14	3	0	3	9	3	12	23	6	29
Gamawa	11	3	14	3	0	3	9	3	12	23	6	29
Ganjuwa	10	4	14	3	0	3	10	2	12	23	6	29
Itas Gadau	13	1	14	3	0	3	11	1	12	27	2	29
Toro	10	4	14	2	1	3	11	1	12	23	6	29
Bauchi Total	75	25	100	19	2	21	65	19	84	159	46	205
Gombe												
Akko	13	1	14	2	1	3	9	2	11	24	4	28
Balanga	9	5	14	3	0	3	7	5	12	19	10	29
Dukku	11	3	14	2	1	3	8	3	11	21	7	28
Gombe	8	8	16	1	2	3	10	2	12	19	12	31
Kwami	14	0	14	2	1	3	8	4	12	24	5	29
Shongom	8	6	14	3	0	3	8	4	12	19	10	29
Yamaltu Deba	12	2	14	2	1	3	6	3	9	20	6	26
Gombe Total	75	25	100	15	6	21	56	23	79	146	54	200
Yobe state												
Bade	16	4	20	3	0	3	7	5	12	26	9	35
Damaturu	19	7	26	3	0	3	9	9	18	31	16	47
Fika	19	5	24	3	0	3	8	4	12	30	9	39
Nguru	13	5	18	3	0	3	7	5	12	23	10	33
Potiskum	15	4	19	2	1	3	15	9	24	32	14	46
Yobe Total	82	25	107	14	1	15	46	32	78	142	58	200
Grand Total	299	108	407	65	13	78	299	140	439	663	261	924

In Adamawa, a sensitization workshop on SEL was held for relevant stakeholders aimed at creatively exploring ways to ensure learning centers are given the necessary support.

Wrap around SEL Services for Learners: The project made provision for social and emotional services to help learners who had experienced trauma. The provisions included psychosocial counseling, recreation activities and sometime referral for further counseling.

Through IRC's integrated programming support, the project dewormed 22,046 (9,885m, 12,161f) learners in the 408 NFLCs in coordination with state primary health care agencies, CCs and IDP parents and caregivers to serve in both a preventative capacity and as a treatment method for helminthiasis and other infections that can pose a serious threat to children's health, education, and productivity.



Photos 20 & 21: Learners receiving deworming drugs in formal schools in Bade and Nguru local government areas of Yobe state. Credit: AbdulAkeem Ganiyu.

The project leveraged on ECHO funding in Adamawa for the provision of school uniform, recreational activities, and rehabilitated 12 hand pumps (boreholes) to provide water to NFLCs. Additional materials for recreational activity items such as footballs, volley balls, skipping rope, whistles, jerseys, badminton rackets, nets and shuttles were also provided. YLCs and AGLCs were supported with dignity kits containing washing/bathing soaps, clothes, combs, petroleum jelly, disinfectant, sanitary towels, tissue paper, sponges and scrubbing stones; and adolescent boys received washing/bathing soaps and disinfectant.

Project collaborated with National Population Commission on learners' birth registration:

The project collaborated with the NPC to train LFs and mentor teachers as ad hoc staff for the registration and issuance of birth certificates to IDP learners. In PY2, over 2,000 learners were issued birth certificates with a pledge by the commission to release more birth certificates subsequently. The birth registrations helped the project to ascertain the real ages of learners as well as restore their rights and identities as Nigerians. In Gombe, Anglican Diocesan Initiative (GADDI), a grantee collaborated with the Saint Luke Mission Clinic to organize a health seminar for adolescent learners at the Hewagana learning center while Malam Sidi Progressive Association, a grantee working in Kwami LGA also collaborated with CCs to support the design and implementation of developmental programs in the community.



Photo 22: A learner in Yobe state receiving her birth certificate Credit: Danladi Bala

Project Promotes Friendship, Tolerance and Nationalism Among IDP Learners: The Christian Faithful Fight Aids in Nigeria—one of the project's grantees in Adamawa state—organized a friendly football match between John Holt and Pwakupkwe Youth learning centers in Numan LGA. Organization of the match was well received by the learners. In Alkalari LGA, Bauchi, learners from Bayan Banki community and those from Haruna memorial participated in different types of sports that included sack race, egg race, blindfold race, skipping and football competition. The event was organized to teach the learners the importance of teamwork and to foster improved interpersonal relations. In Yemaltu-Deba LGA, Gombe, internally displaced children celebrated Children's Day. On May 27 in the Executive Chairman of the local



Photo 23: Learners from the John Holt and Pwakupkwe YLCs prior to the friendly match. Credit: Naomi Peter

government area, a representative of the Nigerian Police Force and other dignitaries. A similar activity was held in Adamawa state. In Bauchi, CSACEFA organized a short excursion trip for the adolescent girl learners in Tirwun non-formal learning center to the mausoleum of the Late Sir Abubakar Tafawa Balewa³, the first and only Nigerian Prime Minister. Learners were urged to emulate the peaceful lifestyle and integrity of the former Prime Minister.



Photo 24: The Chairman of Yamaltu Deba LGA saluting IDPs from ECR NFLCs. Credit: Mohammed Baba



Photo 25: The Curator encouraging the girls to lead lives of peace and integrity. Credit: Alade Peter

Sub-IR2.2 Establish a coaching/mentoring system to support LFs in NFE and alternative learning centers

Project organized review meeting with Teacher Education Advisors, Learning Material Development Group to produce copies of finalized Coaching and Mentoring Handbooks:

The project scaled up the numbers of mentor teachers by including local government officers in charge of non-formal education. There are three government officials overseeing mentor teachers in each of the 26 focal LGAs whose roles were to mentor learning facilitators. The Coaching and Mentoring Handbook developed in PY1 provided guidance for mentor teachers on how to support LFs to perform better. Review meetings were held to obtain feedback from them and strengthen their mentoring skills. During the fiscal year, the project observed that the continuous on-the-job training system helped to strengthen learning facilitators' capacity to deliver quality instruction in the core subjects – numeracy, reading and social and emotional learning.



Photo 26: meeting with mentor teachers in Bauchi. Credit: Aishatu Aminu

Sub-IR2.3 Develop/adapt and distribute quality teaching and learning materials in NFE and alternative learning centers

Desktop review of Trainers' Guide and Facilitators' Guide: The project worked with Florida State University (FSU) and other technical advisors to revise the Trainers' Guide and the Facilitators' manuals to ensure that the content is enriched with findings from monitoring and learning assessments, and that they reflect cultural dynamism and the changing nature of conflicts in targeted communities. All lessons in the scope and sequence were scripted and the Facilitators' manuals were successfully translated into Hausa for use in PY2 and PY3.

Project procured additional learning materials to enhance teaching and learning: The project procured teaching and learning materials and distributed them to learners across the three project states. The table below shows the materials procured for distribution to the learners.

³ Tafawa Balewa's tomb, Nigeria First and only Prime Minister, is a national monument and serves as an interesting tourist site.

Table 4: Additional learning material distributed to learners in Adamawa, Bauchi and Gombe states.

S/ N	Materials	Quantity
1.	School Bag - Backpack	14,800
2.	Literacy/Early Readers (English) - Working with Phonics - Book 1	9,900
3.	Footballs for Children	756
4.	Jump Ropes for Children	888
5.	Instructional Charts - The A-Z Alphabet with Illustrations	888
6.	Instructional Charts - The Numbers 1-100 in Words & Letters	888
7.	Card Board Paper (Assorted Colors - White, Yellow, Sky Blue & Pink in 100 unit packages)	28
8.	HPI Pen/Biro - Blue or Equivalent	12,600
9.	Pencil Eraser - White or Equivalent - Medium	44,400
10.	Pencil Sharpener - Blue or Equivalent	44,400
11.	Pencil - 2B or Equivalent	44,400
12.	Exercise Book - My Exercise Book or Equivalent (40 pages) - English	88,800
13.	Chalk Board - Black	30
14.	School Chalk - White (boxes)	1,480

In Yobe, the project distributed learning materials to 25,916 learners. 220 of them were enrolled in three formal schools. Each child received a set of books covering core subjects (English, Hausa, social studies, etc.), exercise books, pencils, rulers, school bags, and set of uniforms. Similarly, Damaturu LGEA and CC donated 110 copies of basic science textbooks to 110 learners in Model Primary School in Damaturu.



Photo 27: Text books purchased by the project for distribution to IDP learners of the Model Primary School, in collaboration with LGEA Damaturu. Credit: Hauwa Gwary

Project reviewed, adapted two USAID-RARA read aloud materials to improve numeracy and literacy among internally displaced learners: LMD TWG supported by the project reviewed and adapted two books earlier developed by RARA. SEL messages were incorporated in the textbooks. The materials were pilot tested and found suitable to all NFLCs. These materials are culturally sensitive and age-appropriate.

USAID Education Crisis Response project establishes 26 reading corners in project states, one per LGA: As part of the strategy to promote the culture of reading, the project established 26 classroom reading corners - one per LGA. These reading corners are accessible to all learners and are expected to elicit interest in reading.



Photo 28: One of the model reading corners in Gombe state. Credit: Hassana Lazarus

Learning Materials Leveraged from State/LGAs and Communities: Education Crisis Response leveraged learning and instructional materials from various institutions in Gombe state. Alheri Model School, Gombe state donated scholastic materials valued at NGN 305,630 (\$1,536). AGLOW Ministry International and FOMWAN also donated scholastic materials worth NGN 28,920 (\$145.33) and NGN 335,470 (\$1,685.60), respectively to 3,550 learners (1812m, 1738f) mainstreamed into formal schools.

Do No Harm: During the adaptation and development of read aloud materials, the project ensured that all passages and stories developed were critically reviewed to incorporate and

infuse SEL competencies that will build resilience among traumatized IDP learners. The project trained mentor teachers, master trainers and the learning facilitators on SEL competencies. The project made a deliberate effort to include women in the training and monitoring of learning activities and the distribution of materials. This process created transparency and trust, and reduced tension. In addition, the textbooks and exercise books distributed to learners were shared equally among boys and girls. Similarly, mainstreamed IDP learners were enrolled into formal schools, which provided them with the opportunity to make friends and gain further confidence.

Collaboration: IRC/ECHO Children of Peace Project supported the project by building temporary classrooms in Adamawa state. ECHO also provided chalkboards, mats and school bags. The North East Regional Initiative (NERI) provided learners with learning materials. NERI provided 680 desks to 40 learning centers in the four LGAs of Numan, Girei, Shelleng and Fufere – 140 desks to each LGA in Adamawa state. The distribution was carried out under the supervision of some state executive members. The State Governor appreciated the efforts made by of NERI and Education Crisis Response.



Photo 30: Sample of Temporary learning space provided across learning centers in Focal LGAs
Credit: Ibrahim Abdul

IR.3 Increased Community Engagement and Support for Schooling in Targeted NFE communities

Sub-IR3.1 Increase awareness of the importance of schooling and non-formal and alternative education opportunities

Sensitization campaigns

Compound-based meetings: In PY2, the project continued to sensitize communities on the importance of schooling. The meetings led by FOMWAN and CSACEFA were conducted in 26 communities across the project states. They targeted women and were aimed at educating the IDP mothers on the importance of sending their female children to the learning centers. These sessions were also used to discuss NFE policy including benchmark (age limit, contact hours, remuneration and so on) and their roles in its delivery. These efforts encouraged female caregivers to send their children to the centres rather than sending them for hawking during school hours.

“We are in total support! Please come quickly. We want this support; please come to our aid, we shall rally round you as you come to help us achieve our goal, to remove the scourge of illiteracy in us and in our children, and to develop us fully. ”

Voices of IDP mothers during compound meeting at the Commissioners Quarters, Damaturu.”



Photo 31: Cross section of women during compound meeting in Bauchi. Credit: Mohammad Ali.

Counseling meetings: The project conducted counseling meetings involving mothers affected by violence across the four project states. These sessions were led by female religious leaders,

such as the FOMWAN state Amirahs⁴ and were aimed at promoting peaceful co-existence, female children education, and hygiene.

In Bauchi state, women affected by the crisis from Yobe, Borno and Adamawa states were linked with the Da'awa⁵ chairperson in the Toro LGA for further counseling sessions. In Adamawa state, a similar meeting was held with 33 mothers displaced by an insurgency in Kiri community of Shelleng LGA, Rumde Jabbi and Wauru Jabbe communities. Mothers who narrated their experiences of abuse and torture were encouraged to forgive and embrace one another. These sensitization meetings contributed to mothers supporting their children especially girls to enroll in NFLC centers, which likely contributing to the high percentage (55 percent) of female learners.

Palace-based Sensitization: CSACEFA and FOMWAN in collaboration with the CCs conducted palace-based sensitization visits in 37 communities of Adamawa, Bauchi, Gombe and Yobe states. These meetings targeted community/religious leaders and ward heads and were aimed at discussing how best to meet the needs of internally displaced children. Community and religious leaders pledged support to IDPs during these meetings.



Photo 33: Palace based Advocacy to Zanna Lawan Girgiri. Credit: Kamilu Zann

Project established 32 Community Coalitions in Borno, Yobe states, strengthened 42 in Adamawa, Bauchi, and Gombe states: To strengthen community engagement and support for

“This is a very good initiative and we will work at ensuring everyone lives in peace with one another irrespective of religion and tribe and will continue to preach peace by engaging religious leaders to emulate this gesture.” Zanna Lawan Girgiri, a community leader

school, 32 CCs were established in Borno and Yobe states. The project will conduct training in Borno in PY3. In Yobe, 10 CC master trainers drawn from MDAS and local NGOs were trained who in turn cascaded the training to 147 (110m, 37f) members of CC.



Photo 34: Cross section of CC during training on advocacy in Bauchi. Credit: Aisha Aminu

Topics covered included: SEL, conflict sensitive education, early warning signs, community mobilization, CC formation, CAC methodology, partnership, resource mobilization, and facilitation skills. To further strengthen CCs capacities in Adamawa, Bauchi and Gombe states, the project organized refresher trainings for 42 CCs and grantees on similar topics mentioned above. After the training, the CCs developed action plans to mobilize additional resources to support the IDPs. The training also inculcated improved advocacy skills amongst CCs.



Photo 35: Cross section of participants at the training. Credit: Baba Shehu

⁴ Leader or spokesperson

⁵ Da'wah (also transliterated daawa(h); Arabic: دعوة "invitation") means the proselytizing or preaching of Islam. Da'wah literally means "issuing a summons" or "making an invitation", being a gerund of a verb meaning variously "to summon" or "to invite" (whose triconsonantal root is d-ʿ-w دع) (whose triconsonantal root is d-ʿ-w دع)

Presentation and translation of Community Education Handbook into Hausa: In PY2, the project introduced the Community Education Handbook to representatives of several MDAs. After a critical review of the content, stakeholders adopted and gave their concurrence for its usage in Borno state. The handbook was translated into Hausa for wider audience.



Community Coalitions conduct exchange visits to share best practices: To promote experience sharing amongst CCs, the project organized study tours. In quarter two, CCs from Adamawa visited Yamaltu Deba CC in Gombe state. The exchange visit enabled members to learn from best practices on adolescent girls centers, how best to support learners in general, reading corners, etc.



Photo 36: Cross section of CCs in an interactive session during CC exchange visit in Yamaltu-Deba in Gombe state. Credit: Helen John



Photos 37: A cross section of CC members sharing experience after study tour in Adamawa. Credit: Ibrahim Abdul

Twenty-one (14m, 7f) CC members participated in the exchange visit. By the end of the encounter, the CCs were able to plan specific actions they intended to take in the future. A notable outcome of the exchange visits was the construction of water points around NFLC (Adamawa as a result of advocacy with a politician).

Community Coalitions visits formal schools to monitor progress of mainstreamed learners: Members of CCs across the project states visited formal schools where learners from the non-formal learning centers in their communities were mainstreamed. The visits were aimed at monitoring progress, identifying challenges, and proffering solutions. The visits revealed that learners were coping just like other learners and exhibiting positive social skills while interacting with their classmates in the classroom. Other noticeable observations included safe classroom environment, adequate shelter, water and other hygiene related issues.

Sub-IR3.2 Strengthen or activate community education support groups/committees

CSACEFA, FOMWAN, grantees and CCs sensitize communities on the importance of access to learning and equal opportunities for all children: One strategy of the project is to strengthen education support groups/committees to improve awareness on education particularly through local structures. Community leaders serve as entry points into the community and facilitate community engagement and participation. Community leaders mobilize members of the community to support project objectives. CCs conduct regular visits to the community and religious leaders to give regular feedback on project achievements. CSACEFA and FOMWAN worked with other grantees and CCs to sensitize communities and expand their understanding of the importance of access to learning and equal opportunities for all children.



Photo 40: CCs and project's staff consulting with community leader of Gokaru in Alkaleri LGA of Bauchi. Credit: Musa Adamu

Project trains school based management committee on resource mobilization: To further strengthen community support groups and committees, the project carried out a three-day training on the roles and responsibilities of school-based management committees. Held in three clusters in Numan, Song and the Yola North LGA, the training was designed to raise awareness of the roles and responsibilities of school-based management committees. 156 participants attended the workshop (140m, 16f). These include: head teachers, teachers, PTA members, and education secretaries. Also present at the meeting were the Permanent Secretary of the MOE, the Executive Secretary of SAME and the NTI Coordinator.



Photo 41: Participant at the school-based management committees workshop held in Yola north LGA- Credit: Jamila Hassan

Project established two youth and adolescent girls' peace clubs in Yobe state: The project coordinated with CCs and other grantee in Fika LGA of Yobe state, to establish two youth and adolescent girls' peace clubs/ groups and peace initiatives. The initiative was aimed at strengthening peaceful coexistence and helping to inculcate a spirit of love among members, which consist of mainly youth and adolescent girls enrolled in the learning centers. The clubs promoted positive moral values to help youth abstain from extremism and other unlawful activities that could endanger their lives and others. JN1, FOMWAN and other CBOs launched activities for the clubs with the preaching of peace and love among the members.



Photo 42 & 43: Youth and adolescent girls' peace clubs/groups and peace initiatives in Fika LGA, Yobe state. Credit: Atiku Hayatu

Project organized feedback loop and experience sharing meetings with stakeholders in IDP Communities: In order to enhance community engagement and support to NFLCs, the project trained grantees to facilitate a one-day on the importance of feedback loop in each of the 26 focal LGAS in Adamawa, Bauchi, Gombe and Yobe states. The meetings created a forum for stakeholders to share experiences, identify key issues affecting project implementation in areas of **access, learning performance and safety**, and assign roles and responsibilities to address issues which would have remained unsolved without the experience sharing meetings. The CCs in Damaturu and Nguru LGAs in Yobe state successfully addressed one of the issues identified during these meetings by organizing monthly guidance and counseling sessions to support youths and adolescent girl learning centers, which resulted in reduction in absenteeism. These meetings also provided opportunities to share best practices.



Photo 44 & 45: Project's stakeholders in Yobe discussing achievements, challenges and way forward during feedback loop meeting. Credit: Kamilu Zainu

The project participated in Education in Emergency (EiE) working group meetings in Bauchi, Gombe and Adamawa states. The meetings were intended to provide a coordinated response to educational issues in emergency situations. Staff from individual organizations, international NGOs, CSOs and MDAs provided information their activities aimed at supporting learners.



Photo 46: One of the established centers as a result of feedback Loop in Adamawa. Credit: Ibrahim Abdu

Project collaborated with SAME and SUBEB to organize NFE support groups, conducts training on the national benchmarks and other education policies: The project collaborated SAME and SUBEB to organize a support groups and offer training sessions on national benchmarks and other education policies approved by the Federal Government of Nigeria to CCs and CSOs.

Project organized capacity strengthening workshop for grantees: The project's approach to local engagement includes building capacity of local NGOs working in the target LGEAs to

"This was no doubt, a great and memorable event for me- a training indeed. I deeply appreciate the rich content of training materials sandwiched with both group and individual participation. The methodology was exciting as well as didactic with great unsuspecting self-assessment tools. The intermittent role plays and dramatic presentations have all helped to drive the lessons home. The team spirit and friendliness among all team members -Facilitators and executive students alike, also deserve my commendation. Many thanks to Ayo too and the Bauchi -based winning team for all the support."

Bishop Ransom Stephen, Executive Director,

provide educational, and other wraparound support services to vulnerable populations. In PY2, representatives of 34 grantees attended a five-day capacity strengthening session. Participating organizations completed an online institutional capacity assessment that examined their perceived strengths and weaknesses. 72 participants (47m, 25) took part in the training. The training provided a deep insight into effective organizational capacity assessment and strengthening plans. These plans encompassed improved proposal-writing skills and resource mobilization strategies in addition to human

resource and financial management best practices. Furthermore, participants were introduced to procurement policies. This helped them improve their reporting skills, develop best accounting and auditing techniques, draw action plans, improve their project management skills, and partner effectively with the government at all levels to sustain project achievements. Certificates were presented to participants at the end of the training. This capacity building exercise helped grantees to write good proposal for PY3, improve their financial report, and to develop resource mobilization plan.



Photo 47: Group photos of participants in the CSOs' training in Bauchi. Credit: Helen John.

Do No Harm: In conducting sensitization campaigns, different groups in the community were considered. The project made deliberate efforts to include women in activities, such as trainings and community sensitization campaigns. The project ensured participation of all stakeholders (men, women, girls, boys, traditional and religious institutions) to obtain buy-in. It also ensured that the campaigns were not manipulated to promote exclusion, hate and social inequities. CC master trainers were sourced from a wide range of both government and NGO stakeholders to ensure inclusion and proper representation of all stakeholders. In recognition of the volatile environment under which the project operates, the CCs included setting up early warning systems around the established NFLCs to reduce the effect of such risks should they occur in host communities.

Coordination: In conducting these activities, the community mobilization component coordinated with FOMWAN and CSACEFA especially in the sensitization campaigns. Given their expertise in conducting campaigns, they took lead in organizing palace-based advocacies and compound meetings.

Collaboration: LGA chapters of FOMWAN assisted in making contact with traditional leaders in preparation of the place-based sensitizations and compound meetings. The project also collaborated with the CCs to provide first-hand information on the status of project implementation in the communities. The project collaborated with the line ministries with a view to have government MDAs internalize the concept and own the process after the close out of the project. In an effort to strengthen community education support group, the project participated in Education in Emergency (EiE) meetings in Adamawa, Gombe and Yobe states and once in a while in Abuja. The group synergizes efforts made by INGOs, CSOs and MDAs in order to coordinate humanitarian response in education.

IR.4: Increased State and Local Governments and Civil Society Support for NFE and Alternative Education Options

Sub-IR4.1 Align and Operationalize Policies to Support NFE and alternative education options

Project collaborated with community peace makers, JNI and CAN in preaching peace: In PY2, the project identified community peace makers to continue to promote peace in communities. In Gombe, FBOs collaborated with the project to conduct center-based sensitization of learners to always be patient, tolerant to each other's differences, and to believe in dialogue. Quranic and bible verses and related teachings were used during the exercise, along with other psychosocial support messages that encouraged the learners to be tolerant to one another. In Adamawa, FOMWAN collaborated with Jama'atu Nasril Islam (JNI) and the Christian Association of Nigeria (CAN) to organize peace-building campaigns to mitigate conflicts and promote peaceful coexistence among IDPs. This has resulted in the learners exhibiting positive social skills and respect for individual differences.



Advocacy visits to the State House of Assemblies in Adamawa, Bauchi Gombe and Yobe: To align the program with national priorities and to obtain support in the focal states, the project carried out advocacy visits to the State House of Assemblies in the four project states. The team met with the Speakers of the Assembly and Chairpersons of the House Committee on Education and its members to discuss and share the project achievements. The visits also provided the project an opportunity to advocate for scaling up of its activities. The Chairman House Committee on Education in Gombe state, Tulfukut M Kardi promised that the house would support the planned scale up of project activities.



The project also conducted various advocacy visits targeting key government partners and other policy makers at state and community level. The visits gave more visibility to the project and increased government support for the project.

Project holds coordination meetings to align and operationalize policies to support NFE and alternative learning centers:

To further strengthen coordination mechanism among NFE providers, a one-day sensitization workshop was conducted in Adamawa state. The meeting, which was organized by Adamawa state agency for mass education (ADSAME) in collaboration with the project, was aimed at building the capacity of all the local NGOs that are providing NFE services. The project provided status report in order to acquaint NFE providers with its activities. To further strengthen coordination among the NFE providers, a caretaker committee was set up. The committee will represent the NFE providers in all activities related to NFE in the state. A second meeting will be scheduled as soon as the committee develops its Action Plan.



Photo 53: The Deputy Director, ADSAME making a presentation during the coordination meeting. Credit: Elizabeth Mathias Zirra

Project paid courtesy visit to newly appointed Executive Chairman of SUBEB in Bauchi, sought for more support:

In Bauchi state, the project paid an advocacy visit to the newly appointed Executive Chairman of SUBEB, Professor Yahaya Ibrahim Yero. In his remarks, Professor Yahaya stated that he was aware that SUBEB and Education Crisis Response have been working together long before his appointment and that SUBEB will continue to partner with the project to sustain the gains already made.



Photo 54 New SUBEB chairman Bauchi making response during ECR advocacy visit. Credit: Aishatu Aminu

Project collaborated with NERI to provide learning materials and support to learners in Adamawa, sought support from MARKETS II on training of master trainers on entrepreneurial skills:

The project collaborated with North East Regional Initiative (NERI) to provide learning materials to learners in Adamawa state. Also, the project approached the management of the Nigeria MARKETS II project to explore technical and business support to train master trainers on entrepreneurial skills and how to translate these skills into entrepreneurship. This can in turn support adolescent girls, youth and IDP caregivers that graduate from the projects' vocational centers. The project continued discussions with the World Bank to scale up its NFLC model in NE Nigeria. The project is a member of the EiE Working Group in Adamawa, Gombe, Bauchi and Yobe states.

Project organized quarterly meeting Consultative Groups and Technical Working Groups:

In an effort to continue state and local government and civil society support for NFE and alternative education options, the project held a quarterly coordination meeting of the Project Consultative Group (PCG) and NFE-TWG in Adamawa state.⁶ The total attendance was 22 (15m, 7f). The meeting resulted in drawing a plan to obtain government buy-in. Part of the strategy was to lobby the State Planning Commission to include scale up activities in the state budget. Similar meetings were held in Bauchi, Gombe and Yobe states where manuals developed by the project were introduced. The manuals include: Master Trainers' Handbook, the Facilitators' Handbook, the Coaching and Mentoring Handbooks and the Community Coalitions' Handbook. Government partners at the PCG meetings appreciated the project and insisted that the manuals were invaluable assets to the state's education sector. They pledged their support and promised to work with the project to achieve its laudable objectives.

⁶ The members were made up of stakeholders from MDAs, including the MoE, SAME, Local Government Education Authorities (LGEAs), Teacher Education Technical Working Group (TE-TWG), Learning Material Development Groups (LMDG), CCs, and sub-grantees.

Borno state stakeholders selected five focal LGAs for USAID Education Crisis Response project intervention:

The project began advocacy visits to the state MDAs to solicit the support of the state government for its 18-month project intervention. The project team capped the visits with a one-day stakeholders' meeting for the selection of five (5) focal LGAs for intervention. After extensive deliberations, stakeholders recommended Maiduguri metropolitan council area, Jere, Konduga, Kaga and Biu LGAs. The Commissioner for Education Alhaji Musa Inuwa Kubo chaired the one-day meeting. In attendance were 73 (62m, 11f) government officials and representatives of key development partners such as UNCHA, UNICEF, and Save the Children.



Sub-IR4.2 Increase state and local resources (funds, teachers, supervision, etc.) for NFE and alternative education options

Capacity building workshops conducted to strengthen CCs, CSO and NGO sub-grantee institutions:

The project's approach to local engagement includes building capacity of local NGOs working in the target LGEAs to provide educational, and other wraparound support services to vulnerable populations. In PY2, representatives of 34 grantees attended a five-day capacity strengthening session. Participating organizations completed an online institutional capacity assessment that examined their perceived strengths and weaknesses. 72 participants (47m, 25f) took part in the training. The training provided a deep insight into effective organizational capacity assessment and strengthening plans. These plans encompassed improved proposal-writing skills and resource mobilization strategies in addition to human resource and financial management best practices. Furthermore, participants were introduced to procurement policies. This helped them improve their reporting skills, develop best accounting and auditing techniques, draw action plans, improve their project management skills, and partner effectively with the government at all levels to sustain project achievements. Certificates were presented to participants at the end of the training.

This capacity building exercise helped grantees to write good proposal for PY3, improve their financial report, and develop a resource mobilization plan.

Furthermore, a two-day capacity building training was conducted in June 2016 for grantees' finance officers with a view of improving quality and timely grant liquidation and financial reporting. 46 participants (16F, 30M) from the four project states, including ECR staff, attended the training. The gains of the training were seen in the improvement of the quality and timeliness of grant financial reporting in the subsequent months.

Project collaborated with the Nigerian Red Cross Society to train learning facilitators on the use of First Aid to support learners' wellbeing: In Adamawa state, the project collaborated with the Nigerian Red Cross Society to train LFs across the seven focal LGAs on the use of First Aid. Topics covered during the training include: materials of a first aid box, how to use them effectively, the difference between first aid and follow-up treatment, and the importance of first aid box to learning centers. The trainer also gave practical demonstrations of how to rescue victims in various conditions. With the support of the ECHO-funded Children of Peace, all the learning centers in Adamawa state have first aid boxes.



Photo 56 & 57: Females participants demonstrating rescuing skills during the training at Yola-North center. Credit: Idris m Lawal

Project held grants review meeting with Yobe sub grantees and CCs:

The project held a two-day grants review meeting in Yobe state. The meeting appraised the status of program activities implemented by grantees and CCs, financial management, documentation and liquidation, procurement issues as well as implementation bottlenecks. The meeting recommended best practices around establishment and management of centers, handling learners' enrolment, attendance, relocation of learners, community participation, resource mobilization strategies as well as the effective implementation of CC action plans within given timelines.

Sub-IR4.3 Assist with development of transition plans for state and local government support of NFE and alternative learning centers

Project began transition plans with a two-day conference for policy makers, legislators and key stakeholders:

Education Crisis Response held a conference that brought together policy makers, legislators and key stakeholders including the traditional and religious leaders in host communities and civil society organizations (CSOs) from Adamawa, Bauchi, Borno, Gombe and Yobe States. The Commissioner of Education in Yobe state Alhaji Mohammad Lame chaired the two days' conference, where he shared and discussed the project's activities in focal states including evidence-based achievements to promote replication and develop strategy for sustaining project activities after closeout. At the end of the conference, representatives of the five project states agreed to develop transition plans for inclusion in 2017 fiscal year to scale up project activities in their respective states. The conference also issued a communiqué to keep record of the agreed commitment and follow up in the project states (see complete text of communiqué in annex G).



Photo 58: Participants at Yobe's grants review meeting. Credit: Kamilu Zainu



Photo 59: Commissioner Alhaji Mohammed Aminu making a remark at the conference. Credit: Abdullahi Mahmood

Government Actors Adopted Transition Plans, Allocated Budgets to Sustain project's legacies: Following the conference of policymakers, representatives of various MDAs met in



Photo 60-63: Stakeholders from different state ministries, departments, and agencies in all ECR project states met in their respective states to modify and adopt the project's transition plan. Credit: Chima Onwe

Adamawa, Bauchi, Borno, Gombe and Yobe states to review and adopt their transition plans. The meetings outlined activities and budget for inclusion into the 2017 annual plans with a view to scaling up project interventions.

Participants at the meeting selected the project activities and assigned key institutions to ensure their inclusion in the 2017 budget cycle. For instance, in Bauchi state, BASAME, SUBEB and SEMA were assigned the responsibility of mainstreaming more learners from NFLCs to formal schools by making provisions for school uniforms and other scholastic materials in their budgets for the learners. A total of N79 million, equivalent to \$278,169 (Adamawa N5m, Bauchi N15m, Gombe N29m and Yobe N30m) was earmarked by government of the project states to replicate and open 85 NFE centers. The stakeholders agreed to work with the project management to lobby the state legislators for the passage and fund allocation to agreed activities in the respective states.

Do No Harm: In engaging the communities on peace and conflict mitigation, community resources such as JNI and CAN were identified. Local peace champions were identified from the communities to serve as “peace makers”. The transition plan that has been put into place includes input from all stakeholders in tandem with the principles of “Do No Harm.” This will avoid possible clashes of interest.

Coordination: The Community mobilization team was part of the development of the transition plans, which was coordinated by the NFE component.

Collaboration: The project identified and worked with state level structures and attended coordination meeting organized by Safe Schools Initiative (SSI), EiE WG and other USAID implementing partners to develop strategies on joint government engagement. The project collaborated with CCs and community leaders to sensitize and mobilize communities on the importance of peace and conflict mitigation. There was coordination and collaboration with community peacemakers in promoting peace in the learning centers. Project also collaborated with JNI/CAN in promoting peace in communities in all project states. The project collaborated with state level CSACEFA and FOMWAN to pay advocacy visits to the house of assemblies.

1.3 Implementation Challenges

The project encountered the following implementation challenges in project year two (PY2) and creatively addressed them:

- Transfer of government partners from one ministry to the other affected staff that had been trained and served as project’s focal officers in ministries. This has resulted in rapid orientation/training for the replacement to bring them up to speed on the project’s scope of work and strategies for implementation.
- There were limited female teachers in host communities to complement the project’s drive for gender balance. The CCs, however, ensured adequate monitoring of centers to ensure LFs put in their maximum effort and ministries and organizations were approached to solicit contacts of prospective female LFs.
- Intensive monitoring of activities in the 408 centers across four states is overwhelming for the project staff. To address this challenge, the project identified, trained and deployed independent monitors to support project staff, grantees and other stakeholders to conduct weekly monitoring of all centers to ensure compliance.
- As peace returned to the conflict affected communities, some IDPs were gradually

relocating to their communities of origin thereby depleting the number of enrolled learners at the non-formal learning centers. To address this challenge, CCs intensified awareness campaigns among IDP communities to identify more IDP children who did not have opportunity to enroll. The project also collated data to identify other LGAS and communities with high concentration of IDPs where.

- Rain disrupted teaching-learning process in some learning centers accommodated in temporary locations. CCs and mentor teachers promptly relocated these centers to safer accommodation. Also, flooding caused by rain made some centers inaccessible for some learners. The CCs in affected communities relocated these centers to a location accessible to all learners.

1.4 Monitoring and Evaluation

M&E Quarterly Review Meeting: The project conducted its quarterly monitoring and evaluation meeting in Gombe to review the project's year one implementation and discuss what went well, the challenges and actions taken, as well as PY3 plans. The meeting also reviewed all tracking and monitoring tools in preparation for data collection work during the year. In the second quarter of the year, the project organized a three-day M&E review meeting in Yobe State to keep its staff abreast of PY2 goals and plot timelines based on its improved strategies for replicating year one successes. Coordination with grantee M&Es was identified as one area that needed to be addressed and the meeting proposed periodic meetings with the officers at the state level. Specifically, the meeting resulted in strengthening project staff, including those of grantees as well as the government partners' capacity for project implementation.



Photo 64: Learners undertaking a mainstreaming examination in an NFLC. Credit: John Manabete

Mainstreaming examination: The examination administered to mainstream the first cohorts of learners was carried out October 12-21, 2015. Learners sat for a test to determine their eligibility to enroll in the formal school system.

Following the examination, a total of 3,382 (1801m, 1,581f) learners were mainstreamed into formal schools to continue their education. The Adamawa SAME issued 2,000 copies of Basic Literacy Certificates to all mainstreamed learners. This obligation was widely commended by the Adamawa SUBEB, who gave approval for learners to be absorbed into formal school.

Rapid Situational Analysis in Borno State: As a start to the process of expanding access to NFE in Borno State, the project carried out a Rapid Situational Analysis in Borno State. The assessment began with a two-day enumerators training workshop during which enumerators



Photo 65: FGD with an IDP parent in the Benisheik community, Borno State. Credit: Peter Fujuno

were trained on data collection processes. A three-day data collection exercise was carried out thereafter in which enumerators visited two communities each in the three senatorial districts. Data was collected through In-depth Interviews (IDIs), Focus Group Discussion (FGDs) and the Secondary Tool, which investigates educational concerns in the state. One of the striking concerns raised by IDP parents was that the majority of the IDP children have been out of school for

more than two years. The situational analysis was successfully carried out and concluded December 4, 2015.

Familiarization and orientation meetings for NFLC facilitators: The project held LFs familiarization and orientation meetings in each LGA. The meetings were aimed introducing the different components of the project and to explain roles and responsibilities of the different operators - grantees (especially M&E officers), CCs and mentor teachers on the project. It also provided an opportunity for the LFs to interact with the various M&E tools in use on the project. The opportunity served two purposes: First the training of trainers (ToT) approach built the capacity of the grantees M&E officers in mastering the art of workshop facilitation and training. It also provided an opportunity for all LFs in each LGA to come together and meet with M&E unit. Forty participants comprised of grantee M&E officers and program officers attended the trainers' training, which took place in the different states. The training was followed by step down training in all states. In all 389 (288m, 101f) facilitators benefitted from the training. This figure comprises of 100 (69m, 31f) from Adamawa; 94 (70m, 24f) from Bauchi; 94 (74m, 20f) from Gombe and 101 (75m, 26f) from Yobe state.



Photo 66: ToT for sub grantee M&E officers in Yobe state. Credit: Abdul-Akeem Abdul Ganiyu

Project trained staff, stakeholders on CreativeMapper⁷, mobilizes key officers to begin data collection of learning centers in project states: The project completed the mapping of its learning centers across Adamawa, Bauchi, Gombe and Yobe states, using hand-held devices. Geospago's CreativeMapper powered the web-based exercise. Two rounds of intensive training preceded the mapping and data collection exercise. The first was for project staff and



Photo 67: Participants at CreativeMapper training. Credit: Rasheed Sanni

the second for relevant government partners, representing their respective agencies. Participants at the former training later trained enumerators in the different states in preparation for center visits, mapping and data collection. At the end of the data collection 7 (6 males, 1 female) administrators, who were project M&E staff were trained on data reviewing and cleaning, map creation and storytelling. This exercise, and subsequent data collection exercise will help in ensuring precision, timeliness and accuracy of data. It will also facilitate the design of center maps presented in this report. In all, 59 people benefitted from the training on CreativeMapper. These include: 16 (13m, 3f) staff members and 43 (26m, 17f) government partners spread over the four states. The 43 beneficiaries of the training included 10 (5m, 5f) from Adamawa state; 10 (7m, 3f) from Bauchi state; 10 (6m, 4f) from Gombe state; and 13 (10m, 3f) from Yobe state. Some of the state agencies that were represented on the beneficiary list have already started conversation with the project on adopting the technology for their monitoring responsibilities. The maps contained in Annex F are some of the products of the CreativeMapper innovations on the project and the project plans to extend the use of technology in its other routine monitoring and data collection activities (see annex F for maps of centers being supported by USAID Education Crisis Response project in Adamawa, Bauchi, Gombe and Yobe states).

Project trained, deployed 211 monitoring facilitators to 408 non-formal learning centers: In line with the project's effort to ensure that the 408 NFLCs in Adamawa, Bauchi, Gombe, and

⁷ CreativeMapper is a web-based technology that the project has just adopted to be used in data collection.



Photo 68: Monitoring consultants during training in Damaturu, Yobe state. Credit: Rukaiya Ibrahim

Yobe states meet project standards, the project identified, trained and deployed 211 (152m, 59f) monitoring facilitators. The monitors, who were largely retired teachers and civil servants, were sourced from within the communities and were expected to conduct classroom observation with a view to checking learners' attendance, learning facilitators' adherence to scope and sequence and ensuring that all learners get snacks. The training of the monitors focused on rules and logistics for monitoring centers, line of communication, report submission, deliverables and remuneration. These efforts helped in ensuring accountability in all NFLCs. The monitoring facilitators are spread across four states. These include: 50 (31m, 19f) in Adamawa; 53 (35m, 18f) in Bauchi; 53 (46m, 7f) in Gombe; and 55 (40m, 15f) in Yobe state.

Project conducted internal Data Quality Assessment to improve data quality and reliability:

The project conducted an internal data quality assessment aimed at improving the quality and reliability of the data collected during project implementation. The assessment team, which was headed by an external DQA expert, took place in two LGAs of all four project states. During the exercise, the assessment team checked for five indicators including number of learners enrolled in primary schools and/or non-school based setting with USG-support* (3.2.1-14); number of teachers/educators/teaching assistants who successfully complete in-service training or received intensive coaching or mentoring with USG support** (3.2.1-31); number of textbooks and other teaching and learning materials provided with USG assistance ** (3.2.1-33); number of laws, policies, regulations, or guidelines developed or modified to improve primary reading programs or increase equitable access* (3.2.1-38); and number/percentage of NFLC/AE learners transitioning to formal schooling (FS). At the end, recommendations were proffered on the ways of improving data collection and data flow together with documentation generally and standard of operations.



Photo 69: Project Staff at preparatory meeting for internal data quality assessment. Credit: Akeem Ganiyu

2. Integration of Cross-cutting Issues and USAID Priorities

2.1 Gender Equality and Female Empowerment

The importance of girls' education cannot be overemphasized. Given the global attention, the project also put in place strategies to make girls learn. The project through several strategic interventions increased female enrolment to 55 percent of the total enrolment (4,333 out of 25,916). Opening 59 girls-only centers was one the most effective strategies that boosted girls' enrolment in addition targeted sensitization campaigns that appealed to girls enrolment.

Taking into account the specific needs of adolescent girls, the project distributed dignity kits to female learners in all the NFLCs in Adamawa state. LFs are advised and monitored so that they do not discriminate one gender over another. Community coalitions (CCs), through their Community Action Cycles, have drawn out plans to further encourage female enrolment and long-term schooling. Furthermore, grantees are advised to replace male LFs with female LFs when any LF disengages. In the long run, this policy should help achieve gender balance among teachers.

Also, teaching methods and materials were free of stereotypes and gender bias. The project made conscious efforts to ensure the inclusion of women through information sharing and

engagement. Health and hygiene talks were provided in exclusively female meetings to improve the general health conditions and cleanliness of their household environments.

2.2 Sustainability Mechanisms

In PY2, the project made efforts to ensure the smooth transitioning and management of its activities by the government in the focal states after closeout. The project team conducted advocacy campaigns to the house of assembly in each state to make provisions of scale up. Through PCG and other TWGs, the project lobbied for more government funding in favor of quality education for out of school IDPs and host community youth.



The project took further step to actualize this by facilitating policy dialogue followed by state level meetings. The outcomes of the conferences and state level transition plans were encouraging. Representatives of the five project states made commitment to developing transition plans for inclusion in the 2017 fiscal year as a key step in scaling up project activities. Currently, the project is supporting appropriate MDAs in each state to develop transition plans, which integrate and align the project initiatives with their education sector plans (SESP, SESOP and MTSS) as well as annual operational plan budgets. A total of NGN 79 million (Adamawa N5m, Bauchi N15m, Gombe N29m and Yobe N30m) was earmarked by governments of the project states to replicate and establish 85 NFE centers using the project model across the states. This amount is equivalent to 278,169 USD.



The project has also fully engaged local and state authorities to lead key technical activities and decision-making, including the review and development of manuals for use in NFLCs and in intensive monitoring to ensure compliance to safety and quality standards.

Traditional and religious leaders and groups, CCs, health personnel and communities led campaigns to mobilize support for NFE, to promote peacebuilding in communities affected by conflict and to elevate the health and hygiene status of all the learners. Action plans developed by CCs allowed communities to take initiatives and mobilize resources to solve communal problems. This way, they prepare communities for the exit of the project. Community stakeholders were equally involved in the identification of teachers and learning spaces to establish NFLCs. They also served monitors of the learning centers. The above combined efforts are progressively reinforcing ownership of the structures and action plans by the community and government.

Through training and workshops, the project is building the capacity of civil society organizations (CSOs), encouraging them to support government in sustaining the project and in undertaking similar projects in other fragile and conflict-affected zones. Some CSOs have already demonstrated that they are able to implement the project.

2.3 Youth Development

One of the major focuses of the project is to equip youth and adolescent girls with skills that are helpful and valuable in improving their livelihoods. To achieve this, the project consulted CCs, mentor teachers, and key stakeholders to identify appropriate, low-cost, and lifelong skills

that will improve economic status. These skills were contextualized based on state-specific needs.

Shoe-making, soap-making, making of antiseptic, detergents, air fresheners, tie and dye, tailoring, sewing, knitting, beads-making, henna tattoo design, cap making and embroidering have all been identified as useful skills to learn. The project empowered learners in the 134 centers - 66 YLCs and 68 AGLCs with these skills. Learners have begun production, packaging and selling their products in local markets to sustain their livelihoods and to support their education after graduation.



Photo 72: Girls at Jangadole AGLC, Fika LGA learning to knit. Credit: Hajiya Jummai

100 girls in CSACEFA-managed AGLCs in Tirwum community in Bauchi LGA learned how to package peanuts in different sizes of plastic containers and selling them between ₦200 - ₦500 (\$1 - \$2) per package. Another 50 girls at the Gongola AGLC in Dambam, were trained to make petroleum jelly, wool caps and liquid soaps. The learners started production of these items and are selling the products in the local markets.



Photo 73: Girls at Tirwun making peanuts. Credit: Alade Peter

In Yobe, Janga Dole and Moi Mama AGLC in Fika LGA, 100 girls were trained on the production of bamboo hand fans, handwoven caps, needle works, and making of embroideries. After the training, some of the learners produced and sold these items in their local markets. Their products gained high patronage from the communities who considered them cheaper compared with others produced outside the community. Their male counterparts in Jangadole, Anza, Moil Mama and Fika Gari communities in Fika LGA acquired skills to produce liquid soap and hair cutting.



Photo 74: Youth learning how to cut hair in Yobe. Credit: Sherriff Mohammed

"I am very happy with the way the children are trained to be useful to themselves, families and communities. I believe this training will help the children to forget the past and think of a better future."

Lawan Musa, one of the internally displaced parents in Jigawa community in Yobe State

The project collaborated with CCs to identify volunteer craftsmen and craftswomen to train the youth with different skills. The project organized meetings with parents and care givers on the schedules so as to ensure their children participate in vocational training. Such participatory planning is envisaged to yield better results with constant tracking and monitoring.

The parents of the learners affirmed that apart from economic independence, the skills acquired will keep the children busy and distract them from reflecting on the trauma that they had experienced. In Nguru LGA of Yobe state, the craftsmen and craftswomen pledged to sustain skills acquisition training for youth and adolescent girls. With all stakeholders actively participating, communities can give a future to their youth and make their environment a better place to live in.

2.4 Policy and Government

State government MDAs in the focal states have continued to support the project at various stages of implementation. Support received include: assigning points of contact for the project, provision of structures and facilities for learning, and the supply of teaching and learning materials. The state governments demonstrated commitment to the sustainability of project initiatives by organizing conferences. The PCGs were at the forefront in supporting project implementation. The LMDGs comprising civil servants from various MDAs took part in the development of learning materials (e.g. Trainers Guide, Learning Facilitators Guide, Scope and Sequence, Read Aloud). Government stakeholders were also involved in the review, development and adaptation of various assessment tools used in the project. Staff from several MDAs has provided hands-on support in the development of learner tests and assessment tools to measure progress in learning outcomes.

2.5 Local Capacity Development

In PY2, the project built the capacity of individuals, groups, community members and various stakeholders. Additional LFs in Yobe were recruited and trained while SEL refresher trainings were conducted for Adamawa formal school teachers, mentor teachers and grantees so as to meet the needs of beneficiaries. In Adamawa, the school based management committees were trained on emergency preparedness to help support lives and minimize loss of lives in any case of emergency. The project also collaborated with NPC to train learning facilitators, mentor teachers and grantees M&E officers to support the registration and issuance of birth certificates to IDP learners in the project states.



Photo 75: Group exercise on practical liquidation process and bank reconciliation using the standard checklist. Credit: Chris Kumbut

Additionally, mentor teachers were trained on coaching and mentoring. The project also trained CCs on resource mobilization and development of Community Action Cycles. Local NGOs have been the subject of capacity-building and training activities to become more responsive to the project needs and expectations.

The project equally trained 43 (26m, 17f) government partners spread over the four states of Adamawa, Bauchi, Gombe and Yobe on CreativeMapper. Finally, the ECR M&E team has carried out refresher trainings for grantees' M&E officers on M&E tools and procedures to enable them to conduct satisfactory monitoring of the learning centers and respect the benchmarks.

3. Stakeholder Participation and Involvement

The project collaborated with stakeholders to campaign for improved access to education and peaceful co-existence. In Bauchi, the project collaborated with religious groups and philanthropists to promote peace and reconciliation. Outreach conducted by the project featured games and dances that demonstrated love, unity and forgiveness.

FOMWAN also collaborated with the Jama'atu Nasril Islam (JNI) and the Christian Association of Nigeria (CAN) to organize peacebuilding campaigns to mitigate conflict and promote peaceful coexistence among displaced persons in communities in Shelleng local government area of Adamawa state. Speakers at the peace and reconciliation meeting, encouraged individuals and groups affected by the armed conflicts to forget the past, be agent

of peace and show tolerance and respect for one another. The organization also collaborated with community and religious leaders to sensitize displaced mothers in Sabon Gari and Tashan Sani communities in Yola South local government area of Adamawa state on the need to encourage their children to go to school.

The project collaborated with NPC to train learning facilitators and mentor teachers on how to complete birth registration forms. Those trained worked as ad hoc staff to register the birth of over 12,000 internally displaced learners. 2,000 of those registered have been issued birth certificates. Also, the project collaborated with local health workers to administer deworming medicine to over 11,000 learners in NFLCs and project-supported formal schools in Gombe and Yobe states.

In Bauchi, the project organized dialogue between grantees and traditional and religious leaders.

During a community sensitization to solicit for parental support for improved IDP learners center attendance, the village head of Kariya Alhaji Yakubu Yusuf (*Hakimin Kasar Kariya*), in Ganjuwa West LGA, Bauchi in a quick response to the call from FOMWAN constituted a task force to monitor school attendance and prevent street hawking and farming during school hours which has resulted in increased attendance and retention in the center.



Photos 76 & 77: Group picture with and advocacy to Hakimin Kariya: Credit: Labaran Abubakar

4. Collaboration with USAID and other Implementing Partner Projects

The project collaborated with Oando Foundation's Adopt-A-School Initiative (AASI) to present scholastic materials for mainstreaming 500 additional IDP learners (250 boys and 250 girls) into formal schools in Adamawa and Bauchi States. Some of the beneficiaries were graduates of the project's basic literacy program in PY1, while those in Adamawa have already been mainstreamed to

formal schools. To formalize the mainstreaming exercise, the Oando Foundation and the project organized ceremony attended by the Head of Oando Foundation, the Executive Secretary of BSAME, and a representative of SUBEB. Each beneficiary received a starter pack containing textbooks for English language, Mathematics, Verbal and Qualitative Reasoning; 12 exercise books and 2 units each of pencils, biros and erasers. The estimated cost of the starter packs was \$9,492.4. OANDO Foundation adopted nine project supported formal schools for intervention – five in Adamawa and four in Bauchi.



Photo 78 & 79: Presentation of scholastic materials to beneficiaries by SAME, Oando and the community. Credit: Chris Ikpe

Project collaborated with World Food Program and others to improve livelihood support to IDP communities in Yobe:

The project attended a meeting organized by the United Nations World Food Program (WFP). WFP consolidated information from partners that could inform a decision for designing the scale up of its food supply and nutritional assistance to people in the displaced and vulnerable host communities of Yobe state. The meeting attended by UNICEF, USAID's Education Crisis Response project, Cooperazione Internazionale, World Health Organization, Action Against Hunger and others, assigned ranking codes to prioritize intervention levels and assistance needed by all the seventeen local government areas. Ranking codes 1 and 2 were assigned to functional LGAs, requiring very little intervention; code 3 was for LGAs that require some interventions for improved development, while codes 4 and 5 were assigned to LGAs that are underdeveloped in respect of food security, marketability, accessibility, nutrition and donor interventions. The five project focal LGAs were ranked either 3 or 4 meaning that most support from WFP will complement the project's efforts in fighting poverty and illiteracy in Yobe state. The WFP will share the final report of its assessment with other partners to facilitate collaborative efforts.



Photo 80: A cross section of development partners in a meeting in Yobe. Credit: Kamilu Zainu

US Africa Ambassador to UN, Samantha Power assesses humanitarian needs of non-formal learners in Adamawa:

The project hosted the US Africa Ambassador to the United Nations, Samantha Power in one of its NFLCs in Malkohi Community in Adamawa state. The ambassador who was on a one-day visit to assess the humanitarian needs/situation of IDPs in Yola visited the official and non-official camps in Malkohi village. Ms. Power was elated to see the achievements recorded by the project and how the US government was able to assist people displaced from their homes as a result of insurgency. She said the humanitarian assistance will enable the UN design an appropriate program that will complement those being implemented by various organizations in the state.



Photo 81: The US Africa Ambassador to the United Nations, Samantha Power during a visit to the non-formal learning center in Malkohi. Credit: Amma Goni

Project collaborates with Mercy Corps to provide livelihood support to IDP parents in Gombe: The project leveraged livelihood support valued at NGN 4,816,000 (\$24,116.2) from Mercy Corps in Gombe by distributing foodstuff to 172 (112m, 60f) IDP parents who were struggling to provide for their families in Kwami LGA. Each of the beneficiaries received food vouchers and support worth NGN 28,000 (\$140).

Association, local health department donates first aid kits to learning centers in Gombe:

Following an advocacy visit by a CC, the Association of Patent Medicine Stores in Shongom LGA, Gombe donated first aid kits valued at NGN 12,670 (\$63.45) to each of the 14 NFLCs. The CC collaborated with volunteer public health workers in the LGA to train LF's on how to administer first aid. The LF's also received information on health referral pathways, especially in the event of serious emergencies. Similarly, the CCs in Dukku community in Gombe state received three sets of first aid kits valued at ₦7400 (\$37.4) from the LGA primary health care department. While donating the first aid kits to the coalition, the coordinator of the Dukku Primary Health Care, Buba Siddi pledged continual support in improving the health status of internally displaced learners in the area. Also, a community



Photo 82 & 83: (left) Project's community mobilization officer, Maigari Hamza presenting first aid kit to a learning facilitator; (right) a health worker demonstrate how to use first aid kit. Credit: Suzzana Hussein & Hassana Lazarus

Also, a community

leader in Dadin Kowa in Gombe state, Malam Saádu (Sarkin Ruwa Dadinkowa), built a staircase to ease movement of learners to their classrooms, in Tung non-formal learning center of Gombe. The estimated cost of building the staircase is NGN 2,750 (\$14).

Red Cross also supported the project in Adamawa with technical expertise, which it imparted to the learning facilitators in the use of first aid boxes and various techniques of providing first aid to learners in need.

5. Management and Administrative Issues

The project strengthened its working relationships with local and state counterparts in focal states and established a strong presence in Yobe and Borno states. There is currently a good understanding about the project in these states. The Yobe and Borno office were successfully staffed and equipped with management systems to support operations and track progress, and coordinate with other IPs.

To ensure the adequate tracking of all project implementation activities, weekly reports continued to be shared with USAID and program staff. PY3 work planning session was held in Bauchi and quarterly technical summit were held in rotation around project states. These meetings provided all staff, especially the new ones, with the opportunity to interact with colleagues who had been on the job for the past two years, deepening their understanding of working in education in crisis and conflict environments.

An additional two video clips were approved by USAID for uploading to the public domain. Meetings at different levels were held to ensure constant feedback from both management and field operations staff. These included: weekly technical meetings, monthly general staff meetings and weekly/monthly component reviews of the work plan and budget. The project developed a project-wide procurement plan.

In view of the extra security needs identified in the project states, the project hired two security officers with one deployed to Borno. The project also collaborated with other USG-funded projects operating within the four project states to share security information required to make informed decisions.

In Yobe state, the government has demonstrated its commitment to Education Crisis Response by providing office accommodation at SAME, to serve as a project office for FOMWAN and CSACEFA staff domiciled in Damaturu, as well as for other project staff who come into Yobe for weekly implementation and/or monitoring.

6. Lessons Learned

- Consistency in program support to the state and communities' increases trust in USAID projects;
- Stakeholders are ready and willing to participate in affairs that concern them if well-informed about better outcomes;
- Participatory screening in the recruitment of facilitators assists in managing

- community expectations and preventing favoritism;
- Involving community stakeholders and government partners at every stage of project implementation gives the community a sense of ownership and spur them to take actions to benefit the program;
- With resource mobilization strategies and capacity building trainings, CCs can sustain the project through fundraising, monitoring and sensitization of communities to support the NFE centers;
- Close monitoring of centers by mentor teachers and CCs activities was critical to successful program implementation;
- LFs and teachers' training increased the chances of stimulating a sense of ownership of the project, as communities feel fulfilled by the training of LFs identified in their communities;
- Communities are ready to support the project with effective mobilization, exemplified by the support from a philanthropist, Alhaji Baba Adamu from Potiskum LGA in Yobe state and a proprietor John Jinjingi in Bauchi, as mentioned above; and
- Feedback loop with stakeholders improves project implementation outcomes.

7. Planned Activities for PY3 Quarter 1

IR1: Increased availability of quality and safe NFE and alternative education opportunities

In PY2, the project issued grants to 32 local NGOs resulting in effective and efficient management of NFLCs non-formal learning centers in Adamawa, Bauchi, Gombe and Yobe states. In PY3, we will issue 44 grants (8 in each of Adamawa, Bauchi & Gombe; 9 in Yobe and 11 in Borno states). The project will conduct an initial orientation to acquaint successful NGOs with project objectives to better do their job and conduct familiarization visits to LGA stakeholders and community leaders to introduce the grantees to the communities. We will partner with FOMWAN, CSACEFA, CCs and grantees to mobilize beneficiaries for enrollment in October while also working with relevant government and other partners to support the mainstreaming of learners.

We will conduct Rolling CECA (RCECA) and continue to appraise the various state contexts with inputs from government officials as appropriate. We will identify and recruit translation experts where necessary to translate the existing instruments, train 60 enumerators to conduct the assessments in sample communities, disseminate and use findings in further consultations with stakeholders and in adapting our interventions as required.

The project will open additional 300 in Borno state. Based on the findings of RCECA, the project will support both established centers and formal schools (in Yobe) with scholastic materials to facilitate learning. Also, the project will mainstream 20 percent of learners from the NFLCs to formal schools. We will also work with the NFE TWG to monitor the implementation of the enhanced basic literacy curriculum content. We will collaborate with the CCs, grantees and relevant stakeholders such as ANFEA/SAME, National Directorate of Employment (NDE), and Small and Medium Enterprise Development Agency (SMEDAN) to consult with the learners in AGLCs and YLCs to identify skills of interest that are cost effective, marketable and able to be learnt within a short time (maximum of three months) in their communities.

IR.2 Increased quality and relevant instruction and teaching-learning materials for literacy, numeracy, life skills and wraparound services in NFE and alternative education programs

In PY3, the project team will provide hands-on quality training and re-training for more LFs on methodology and produce additional teaching-learning materials to improve reading competencies of learners. We will train LFs on child protection and gender based violence concepts to fast track learners' improved emotional status to recovery and normalcy. We will also strengthen established state and local level structures, and rely on the PCG to support and advise the project on day-to-day implementation. We will organize study tours to enable stakeholders learn best practices from other states. In Borno, we will promote the culture of reading by establishing reading corners.

The project will work with CCs and grantees to review the performances of the 408 learning facilitators (LFs) engaged in PY2 and ascertain their suitability for engagement in project year three (PY3) in Adamawa, Bauchi, Gombe and Yobe states while recruiting 300 LFs in Borno. We will use the revised training manuals to conduct a seven-day step down training for 708 LFs with practical teaching simulations on reading, numeracy and social and emotional skills. In addition, 930 formal school teachers (210 each in Adamawa, Bauchi and Gombe, states; 150 each in Borno and Yobe states) will also be trained on practical methodology. Five formal school teachers (including the head-teachers) will be invited from six schools in each of project 31 LGAs.

IR3: Increased community engagement and support for schooling in targeted NFE communities

We will pay an advocacy visit to Management of Local government Council and other stakeholders in the five selected LGAs in Borno state to identify existing community groups and to establish 10 CCs. We will train 16 master trainers to train CCs in Borno state on CAC who will conduct cluster training for newly established CCs or other local education support groups to strengthen their capacity. We will organize two interstate exchange visits and intra-state CCs exchange visits for learning best practices and networking.

CSACEFA and FOMWAN will support CSOs and CCs to implement their action plans and to mobilize communities on the importance of access to quality, safe and practical education. They will be supported to conduct palace-based sensitization visits that target community heads, religious leaders, and ward heads to discuss support for IDP children. FOMWAN will conduct skills acquisition support meetings in project communities to mothers and caregivers within the host community.

IR.4 Increased state and local government and civil society support for NFE and alternative education options

In PY3, we will continue to catalyze existing coordination mechanisms like PCGs and NFE TWG in Adamawa, Bauchi Gombe and Yobe and create similar structures in Borno state.

We will support FOMWAN and CSACEFA to conduct advocacy visits to State House of Assembly and other government partners such as SAME, SUBEB, the State Planning Commission (SPC), Ministry of Finance (MoF), MoE, and LGEAs for the actualization of the state transition plans. We will organize four field visits (one per state) for top government officials on project progress, which will enable them to learn best practices of the project-

supported activities and appreciate the challenges faced by IDPs with a view to facilitating further support by government. We will also support states to translate their transition plans into budget provision by incorporating into the annual budget funding for NFLCs.

ANNEX A: ANNUAL PROGRAM ACTIVITIES FOR YEAR TWO

Task (Activity Cluster)	PY2 Activities Oct 1 2015 – September 30, 2016	Outputs Oct 1 2015 – September 30, 2016	Planned Activities for PY3 Q1 October 1 2016-December 31 2016
Intermediate Result 1: Increased Availability of Quality and Safe NFE and Alternative Education opportunities			
<i>Intermediate Result 1.1: Establish safe, non-formal and alternative education opportunities</i>			
Task 1: Conduct Community Education Assessments (CEAs).	1. Develop instrument for data collection; test and finalize	[State activity completed with key outputs e.g.]	1. Develop instrument for data collection; test and finalize
	2. Identify enumerator; locations and population for administer the Assessment – and train enumerators	35 (18m,17f) enumerators identified and trained on community education assessment for Adamawa, Bauchi and Gombe (ABG) states	2. Identify enumerator; locations and population for administer the Assessment – and train enumerators
	3. Set up data capture, entry, analysis and sharing with stakeholder	Data collected, processed and analyzed. Report submitted to USAID	3. Set up data capture, entry, analysis and sharing with stakeholder
	4. Conduct rolling bi-annual assessment	1 rolling assessment conducted in July ABG states. Finding of which informed design of project year 2 work plan	4. Conduct rolling bi-annual assessment
Task 2: Establish benchmarks for safe and protective non-formal and alternative education options.	1. Identify and gather existing benchmarks in NFLCs, existing benchmarks at national, state and local levels. (e.g. NCE for LFs)	NFE national Benchmarks collected from NMEC zonal office Bauchi and teacher recruitment criteria of Bauchi state received	1. Conduct awareness raising for elders, parents and other stakeholders, to increase capacity to implement the benchmarks for establishing of NFLCs
	2. Set a meeting to review all existing benchmarks to establish safety benchmarks	4-day meeting held and reviewed NFE benchmarks (contact hours, learner- facilitator ratio, LFs remuneration etc.)	2. Monitor safety and protection in NFLCs and compliance to NFE benchmarks in collaboration with the NFE TWG
	3. Conduct awareness raising for elders, parents and stakeholders, raise capacity to implement the benchmarks	Stakeholders awareness raised	3. Develop and produce 2,000 copies of IEC materials on identified and adopted NFE benchmarks to include established safety benchmarks
	4. Conduct 3-day awareness meeting for 60 participants from CCs, CSOs, parents and stakeholders on NFE benchmarks in collaboration with SAME/ANFEA, MoWA	Not planned for PY2	4. Conduct 3-day awareness meeting for 60 participants from CCs, CSOs, parents and stakeholders on NFE benchmarks in collaboration with SAME/ANFEA, MoWA
	5. Mainstreaming learners from NFE centers into formal schools	Not planned for PY2 Q4	5. Mainstream 9,300 learners from NFE centers into formal schools
Task 3: Establish a Small Grants Program to enable CSOs to	1. Establish/strengthen 408 learning centers (NFLCs, YLCs and AGLCs)	296 NFLCs established in 21 LGAs where 14,794 (7944m, 6852f) IDP and host community children were enrolled	1. Establish 300 centers in Borno and strengthen 408+ learning centers (NFLCs, YLCs & AGLCs)

Task (Activity Cluster)	PY2 Activities Oct 1 2015 – September 30, 2016	Outputs Oct 1 2015 – September 30, 2016	Planned Activities for PY3 Q1 October 1 2016-December 31 2016
establish CCs and create NFLCs, AGLCs and YLCs.			established in PY2, including government established centers
	2. Release the request for proposal to CSOs for open competition	2 RFAs released in national dailies for interested NGOs to apply	2.completed
	3. Receive and screen relevant proposals	55 proposals received and screened from the three states of Adamawa, Bauchi and Gombe (Ad:25, Bau 17: Gom:13)	3.Completed
	4. Meet with the awardees of the small grants for orientation on the project goals	2 Meetings held with 32 awardees including FOMWAN and CSACEFA to provide orientation with participants from the 4 project states	4. Hold meeting with 42 including CSACEFA and FOMWAN to provide orientation from 5 project states
	5. Establish good rapport between NGOs and the stakeholders and mobilize leaders within the host and IDP communities where they don't exist	32 NGO sub grantees introduced to stakeholders and community leaders in 26 LGAs	5 Conduct familiarization visits to LGA stakeholders and community leaders to introduce NGO sub-grantees
	7. Distribution of scholastic materials to centers/FS	Scholastic materials (school bags, books, pencils, etc.) distributed to learners in 384 centers (NFLCs in four projects states) and 24 FS in Yobe	7. Distribution of scholastic materials to 744 centers/FS
	8. Conduct familiarization visits to LGA stakeholders and community leaders to introduce NGO sub-grantees	Familiarization visit conducted in 26 project LGAs and communities including government partners to introduce NGO SGs	8. Conduct familiarization visits to LGA stakeholders and community leaders to introduce NGO sub-grantees
Intermediate Result 1.2: Integrate accelerated learning programs (ALPs) for core academic subjects, life skills, and socio emotional learning (SEL) services into NFE and alternative learning programs			
Task 1: Enhance and use the FGON's approved integrated curricula	1. Establish a technical working group with CSOs, government, other education actors	NFE, TE, LMD TWG established in the three project states.	1. Monitor LFs' implementation of the enhanced NFE curriculum and activities on a monthly basis (by the NFE TWG and ECR staff)
	2. Identify and review/study current integrated IQTE curriculum	Learning material development working group (LMD TWG) enhanced and enriched the approved (FGON) NFE curricula, by infusing Social and Emotional Learning (SEL).	2. CSACEFA/ FOMWAN HQs monitor implementation of the enhanced NFE curriculum and activities
	3. Sensitize relevant stakeholders (60 participants) on SEL for integrating wrap-around services into the NFE centers	Not planned for PY3	3. Sensitize relevant stakeholders (60 participants) on SEL for integrating wrap-around services into the NFE centers
Task 2: Prepare local CSOs to integrate ALPs into IQTE and	1. Hire STTA to prepare CSOs on methodology for integrating wrap-around services into the curriculum (SEL, Conflict sensitivity and life skills)	SEL competencies inserted into the curriculum during a 4-day curriculum. Review meeting.	1. Experience sharing between CSOs and CCs on resource leveraging, advocacy and sensitization

Task (Activity Cluster)	PY2 Activities Oct 1 2015 – September 30, 2016	Outputs Oct 1 2015 – September 30, 2016	Planned Activities for PY3 Q1 October 1 2016-December 31 2016
create NFLCs, AGLCs and YLCs ₂	2. Consult with IDPs and host community learners to inform prioritization of skills required	Low -cost and marketable Skills identified in 134 AGLCs and YLCs in four project states.	2. Consult with IDPs and host community learners to inform prioritization of skills required
	3. Provide material support for skills acquisition materials to AGLC and YLC	134 AGLC and YLCs supported with skills acquisition items ranging from soap and pomade making, henna design, local hand fans, room freshener, liquid soap, leather works, tie and dye etc.	3. Provide material support for skills acquisition materials to AGLC and YLC
	4. Collaborate with USAID MARKETS II and DEC/RAHAMA (to be procured as STTA) to conduct micro- enterprise fundamentals training for 12,000 YLCs and AGLCs in 5 states	Not conducted in PY2	4. Collaborate with USAID MARKETS II and DEC/RAHAMA (to be procured as STTA) to conduct micro- enterprise fundamentals training for 12,000 YLCs and AGLCs in 5 states
Task 3: Integrate the enhanced integrated curriculum and wraparound services into existing IQTE options and newly created AGLCs and YLCs	1. Identify the elements of the wraparound services; adolescent and youth center curriculum.	Wraparound services identified	1. Explore the distribution and use of Dignity Kits to female learners to improve hygiene and well-being
	2. Hold a Workshop with CSOs, government, other education actors to present the content of new curriculum for adoption	NFE TWG approved and adopted enhanced curriculum for utilization in project states.	2. Conduct a workshop with NFE TWG to present the content of the enhanced NFE curriculum for adoption in Borno
	3. Collaborate with health agency/other IP's to present health, hygiene talks and psychosocial counselling to IDP learners	Worked with officials from local primary health care department across project states to conduct health, hygiene and psychosocial counseling for learners	3. Collaborate with health agency/other IP's to present health, hygiene talks and psychosocial counselling to IDP learners
	5. Explore opportunities of livelihood support to parents and caregivers of IDP learners	Collaborated with international NGO such as Mercy Corps and local NGO like FOMWAN to provide livelihood support to parents and caregivers of IDP learners	5. Explore opportunities of livelihood support to parents and caregivers of IDP learners
	6. Conduct 3-day workshop for LFs and 52 MTs on referral pathways to supporting learners in need	Three-day workshop on referral pathways conducted for 52 mentor teachers and stepped down to learning facilitators	6. Conduct 3-day workshop for LFs and 52 MTs on referral pathways to supporting learners in need
	7. Organized time- out with role models to inspire and motivate learners in YLC and AGLCs	Not conducted in PY2. Moved to PY3	7. Organized time- out with role models to inspire and motivate learners in YLC and AGLCs
Intermediate Result 2: Improved Quality of Instruction in NFE and Alternative Education Programs			
<i>Intermediate Result 2.1: Increase the number and improve the capacity of LFs to provide literacy, numeracy, and life skills instruction and SEL services</i>			
Task 1: Adapt standards for LFs and develop a process to enable CSOs and CCs to recruit quality LFs	1. Establish TE TWG with relevant MDAs and SOW for state level working group for key education stakeholders to adapt and develop relevant standards and training materials.	TE TWG was Established with membership across colleges of education & faculties of education in 3 project states.	1. Conduct an assessment of 408, (100 Adamawa, 100 Bauchi, 100 Gombe, 108 Yobe) LFs for engagement in PY3 and recruit 300 candidates that meet the LF and teacher recruitment criteria in Borno State
	2. Hold meeting with relevant Government stakeholders, NGOs, tertiary institutions and	Teaching and learning Standard adapted	2. Recruit 16 Master Trainers and 30 Mentor Teachers (LGEA Staff) in Borno

Task (Activity Cluster)	PY2 Activities Oct 1 2015 – September 30, 2016	Outputs Oct 1 2015 – September 30, 2016	Planned Activities for PY3 Q1 October 1 2016-December 31 2016
	partners to agree and adopt on the teaching and learning standards for LFs and LF terms of reference already established by government in LF.		
	3. Work with relevant agencies to identify candidates that meet the LF recruitment criteria. Government agencies will work with community coalitions and local CSO/NGOs to source candidates in target communities. Project staff will verify that community nominated candidates are qualified and meet criteria.	296 LFs were hired, trained, and deployed to 296 centers (350m 107f)	3. Work with relevant agencies to identify candidates that meet the LF recruitment criteria. Government agencies will work with community coalitions and local CSO/NGOs to source candidates in target communities. Project staff will verify that community nominated candidates are qualified and meet criteria.
Task 2: Implement the training program for new and existing LFs recruited to teach in NFLCs, AGLCs, and YLCs	1. Conduct 2-day workshop with LMDG to 'insert' or infuse additional conflict sensitive/SEL and other relevant topics if appropriate into existing NEI professional development program.	Workshop Conducted	1. Conduct step down training refresher training (5-day each for Reading, Numeracy, SEL) for 708 LFs and 108 MTs in clusters on the Reading, Numeracy and SEL Trainers' Facilitators' Guide by Master Trainers
	2.Recruit 12 Master Trainers from 3 states and appoint 42 LGEA trainers in coordination with SUBEB using teacher recruitment and development policy developed by NEI-USAID	23 (17m 6f) Master Trainers & 42 (37m 5f) mentor teachers from 3 states recruited	2. Conduct 7-day step down training in clusters for 300 LFs and teachers (20 per LGEA) and 30 MTs using the Reading, Numeracy and SEL Trainers' Guide and including training on the use of the revised enhanced curriculum.
	3.Train Master Trainers and LGEA trainers in the three states for 3 days	23 (17m 6f) Master Trainers & 42 (37m 5f) mentor teachers from 3 states recruited and trained in a 3-day training.	3. Conduct 2-day SEL and methodology training for 260 Formal school teachers (Bauchi 70, Gombe 70, Yobe 50, Adamawa 70) by Master Trainers
	1.Master Trainers will conduct two weeks step down training in clusters to 294 LFs (98 per state)	LFs trained	4. Monitor the Master Trainers and step down trainings for LFs and MTs
	2.Monitor the step down training in collaboration with MDAs and TWGs	NFE TWG members mobilized to support and monitor training of LFs.	5. Conduct Reading learning assessment after every 2 months
	3.Review and produce copies of finalized facilitators guide and 2,000 copies of the Trainer's Guide	2000 copies of finalized facilitators' guide and trainers' guide reviewed and produced	6. Review and produce copies of finalized facilitators guide and 2,000 copies of the Trainer's Guide
Intermediate Result 2.2: Establish a coaching/mentoring system to support LFs in NFE and alternative learning centers			
Task 1: Review and evaluate options for mentoring and coaching LFs working in the new NFLCs,	1.Adapt the UNICEF, NEI and other relevant models for coaching with the Master Trainers, LGEA Coordinators, and relevant TWGs	Models adapted	1. Facilitate Master Trainers (once per month) and Mentor Teachers (three times per month) scheduled mentoring visits to NFLCs using the coaching and mentoring handbook and tools

Task (Activity Cluster)	PY2 Activities Oct 1 2015 – September 30, 2016	Outputs Oct 1 2015 – September 30, 2016	Planned Activities for PY3 Q1 October 1 2016-December 31 2016
AGLCs, and YLCs with LGEA staff	2.Adapt NEI classroom observation checklist for mentoring	NEI observation checklist adapted	2. Produce coaching and mentoring handbook in Nigeria for the 5 states
Task 2: Train LGEA and CSO to implement mentoring/coaching program	1.Train Master Trainers in coaching/mentoring and using the classroom observation form (included in initial 3-day training)	23 (17m 6f) Master Trainers & 42 (37m 5f) from 3 states recruited and trained.	1.Train Master Trainers in coaching/mentoring and using the classroom observation form (included in initial 3-day training)
	2.Conduct a five-day training for CC and CSO to support MTs in coaching/ mentoring activities	25 (21m 4f) CCs and CSOs trained to support mentor teachers in coaching & mentoring LFs	2.Conduct a five-day training for CC and CSO to support MTs in coaching/ mentoring activities
	3.Support Master Trainers for mentoring visits	42 (37m 5f) mentor teachers mobilized for Monitoring visits in all 296 NFLCs in the project states	3.Support Master Trainers for mentoring visits
	4.Hold quarterly meetings to share experience on teacher performance	Quarterly meeting with mentor teachers conducted	4.Hold quarterly meetings to share experience on teacher performance
Task 3: Create a Handbook for successful coaching and mentoring	1. Work with the relevant state actors and invite zonal NFE agency (see Results 2.1 Task 1) to develop coaching and mentoring Handbook.	Project conducted workshop to develop Coaching and Mentoring Handbook. This was an adaptation of Zambian school based coaching handbook on one of the USAID-supported projects.	1. Work with the relevant state actors and invite zonal NFE agency (see Results 2.1 Task 1) to develop coaching and mentoring Handbook.
	2.Produce copies of finalized coaching and mentoring Handbook in Nigeria for the 3 states based on field experiences	50 Copies of coaching and Mentoring Handbook produced and distributed to mentor teachers.	2.Produce copies of finalized coaching and mentoring Handbook in Nigeria for the 3 states based on field experiences
	3.Organize consultative event to obtain state approval and adoption	NFE TWG approved the adoption of coaching handbook.	3.Organize consultative event to obtain state approval and adoption
	4.Disseminate Handbook	50 copies of Handbook disseminated partners	4.Disseminate Handbook
Intermediate Result 2.3: Develop/adapt and distribute quality teaching and learning materials in NFE and alternative learning centers			
Task 1: Create or adapt standards for relevant and effective teaching and learning materials that are conflict sensitive	1.Establish LMDG	36 (25m 11f) membership LMDG established in Bauchi	1.Establish LMDG
	2.Work with LMDG group to establish standards in literacy/numeracy/life skills/wrap around	Activity completed with Florida state university spearheading.	2.Work with LMDG group to establish standards in literacy/numeracy/life skills/wrap around
Task 2: Support the LMDG to rapidly review, adapt/develop and produce appropriate teaching and learning materials for use in NFLCs	1.Identify existing teaching and learning materials on literacy, numeracy, life skills for adaption	NEI teachers and facilitators guide Adapted to develop guide.	1. Conduct a 2-day quarterly technical session with the LMD TWG to produce print rich classroom materials with STTA support
	2.Present developed material to Steering Committee for approval and adoption	Activity completed with support and approval from NFE TWG	2. Work with LMDG to develop/adapt basic numeracy concept handbook for LFs, charts in Reading, Numeracy and SEL

Task (Activity Cluster)	PY2 Activities Oct 1 2015 – September 30, 2016	Outputs Oct 1 2015 – September 30, 2016	Planned Activities for PY3 Q1 October 1 2016-December 31 2016
	3. Produce learning materials for non-formal learning centers	Teaching and learning materials are source from government partners and distributed to all 296 NFLCs. In addition to the scholastic materials procured and distributed across the project states.	3. Present developed material to NFE TWG for adoption
	4. Establish three model NFLC Reading Corners in each LGEA (i.e. 3 in one NFLC per LGA in ABGY	26 reading corners (one per LGA) established and fully operational	4. Establish three model NFLC Reading Corners in each LGEA (i.e. 3 in one NFLC per LGA in ABGY, and 5 per LGA in Borno)
	5. Distribute teaching and learning materials for centers	Scholastic material distributed to all the NFLC across project states	5. Distribute teaching and learning materials for centers
	6. Monitor distribution of materials for NFLC in collaboration of NFETWG, LGEAs and CCs	Committee comprising CC members and sub-grantee official monitored the distribution of scholastic materials	6. Monitor distribution of materials for NFLC in collaboration of NFETWG, LGEAs and CCs
Task 3: Strengthen the capacity of appropriate state agencies, LGEAs, and local CSOs to develop a collaborative and cost efficient means to rapidly distribute materials and implement the distribution system	1. Hold collaborative meeting with local partners' network on materials distribution logistics	Local partners collaborated	1. Hold collaborative meeting with local partners' network on materials distribution logistics
	2. LGEA and community coalition to witness and monitor the distribution	Materials distributed	2. LGEA and community coalition to witness and monitor the distribution
Result 3: Increased Community Engagement and Support for Schooling in Targeted NFE communities			
Intermediate Result 3.1: Increase awareness of the importance of schooling and non-formal and alternative education opportunities			
Task 1: Rapidly build the knowledge of key stakeholders in the target states about the roles of integrated Qur'anic centers and CCs, their creation, and management	1. Conduct palace based sensitization to communities in collaboration with FOMWAN and CSACEFA on benefits of integrated Qur'anic centers and CCs	Palace based sensitization conducted in 37 communities to discuss support for IDP children and NFLCs	1. Conduct palace- based sensitization to communities (in collaboration with FOMWAN and CSACEFA) on the benefits of CCs, NFLCs, sending girls to school, etc.
	2. Hold compound meetings in collaboration with CSACEFA and FOMWAN to increase women's knowledge of IQTE	Compound meetings held in 26 communities across the four states. Women were sensitized about the Nigerian Education system, benchmarks and availability of NFLCs and their role in sending their children to the centers	2. Hold compound meetings to increase IDP and host community women's knowledge on the importance of education
	3. Organize study tour to CCs in Bauchi (created under NEI) for ANFEA/SAME, SUBEB and community members	1 Study tour organized where 18 persons (10m, 8f) participated in the study tour which led to the development of community education handbook	3. Conduct palace- based sensitization to communities (in collaboration with FOMWAN and CSACEFA) on the benefits of CCs, NFLCs, sending girls to school, etc.

Task (Activity Cluster)	PY2 Activities Oct 1 2015 – September 30, 2016	Outputs Oct 1 2015 – September 30, 2016	Planned Activities for PY3 Q1 October 1 2016-December 31 2016
	4.Organize 3-day workshop to produce Community Education Handbook based on lessons learnt from study tour	Not planned for PY2	4. Hold compound meetings to increase IDP and host community women's knowledge on the importance of education
	5.Production of Community Education Handbook	1 Community Education Handbook translated into Hausa and 500 copies produced	Re-printing of community education handbook for Borno
	5. Organize 2 inter-state exchange visits for CCs/SGs to share experiences and best practices (joint activities for 2 days)	Organized 2 CC study tours to Adamawa and Gombe with 50 participants (32m, 18f) where CCs shared and learnt from each other experience and learnt from each other leading from increased resource mobilization.	5. Organize 2 inter-state exchange visits for CCs/SGs to share experiences and best practices (joint activities for 2 days)
	6. Organize 2 intra-state CC exchange visits to share experiences and best practices	Not planned for PY2	6. Organize 2 intra-state CC exchange visits to share experiences and best practices
Task 2: Strengthen existing and establish new CCs or other local education support groups and committees	1.Identify existing CCs and community groups	Community groups identified in five focal LGAs of Yobe communities that formed the CCs	1. Pay advocacy visit to chairmen and ESDs to identify existing CCs or community groups in Borno
	2. Establish/strengthen 42 community coalition	Community groups identified leading to establishment of 10 CCs from five LGAs in Yobe and 32 CCs strengthened in Adamawa, Bauchi and Gombe	2. Establish and train 10 community coalitions in Borno and strengthen 52 established in Adamawa, Bauchi, Borno and Yobe project states
	3. Train 10 Master Trainers to train CCs (6 in each states) ON Community Action Cycle (CAC)	10 (males 7, female 3) master trainers trained on Community Action Cycle to cascade training to 10 CCs established in Yobe	3. Train 10 Master Trainers to train CCs (Borno State) on Community Action Cycle (CAC) and re-train existing CC master trainers in four project states
	4. Conduct cluster training to existing and newly established CCs or other local education support group to strengthen their capacity for delivering the community action cycle	CCs provided initial 3 days training where 391 CC members were trained (Ad: 81m, 31f; Bau: m 109, f 31, Gom: m 114, f 25) on community action cycle and setting up of community early warning systems 42 CC led action plans developed	4. Conduct cluster training for newly established CCs or other local education support groups on CAC in Borno
	5. Provide ongoing support and monitoring of CC to deliver the community action cycle	CC-led action plans monitored across the states and implementation challenges addressed with CCs and community members	5. Support and monitor CCs to deliver the Community Action Cycle
	6. Support CC Action Plans through NGO sub-grantees	42 CCs supported with seed fund to conduct sensitization and monitoring activities to communities and centers which led to improved community engagement in four project states	6. Support CC Action Plans through NGO sub-grantees

Task (Activity Cluster)	PY2 Activities Oct 1 2015 – September 30, 2016	Outputs Oct 1 2015 – September 30, 2016	Planned Activities for PY3 Q1 October 1 2016-December 31 2016
	7. Follow up visits to formal schools (15 per state) by CCs where IDP learners are mainstreamed	Follow-up visits conducted by CCs to monitor mainstreamed learners	7. Follow up visits to formal schools (15 per state) by CCs where IDP learners are mainstreamed
Task 3: Explore the possibility of establishing agreements with state governments to create a small grants program or other funding mechanism to support CCs and CSO	1.Hold exploratory meetings with relevant state agencies on supporting CCs and CSOs with small grants	3 Meetings with relevant high level personnel during PCG and other meetings attended by state agencies discussed.	1. Planned for Q2
Intermediate Result 3.2: Strengthen or activate community education support groups/committees			
Task 1: Plan and execute an awareness raising campaign to build and strengthen demand for education	1.Collaborate with CSACEFA and FOMWAN, to support CSOs and CCs to mobilize communities about the importance of enabling equitable access to quality, safe and practical education	Project communities in 21 project focal LGAs mobilized about importance of enabling equitable access to quality, safe and practical education	1. Collaborate with CSACEFA and FOMWAN to support CSOs and CCs to mobilize communities on the importance of enabling equitable access to quality and safe education and demand for education services (Borno)
	2.Support CC s to form youth groups to sensitize village/ward heads, religious gatekeepers and local education stakeholders (SMBCs, mothers' clubs, CSOs) to demand for education services	42 CCs supported and worked with youth groups to sensitize ward/village head, religious gatekeepers and local education stakeholders to demand for education services	2. Collaborate with CSOs and CCs to mobilize communities around the importance of enabling equitable access to quality and safe education in 5 project states.
	Conduct 5-day capacity building workshop for NGO sub-grantees on Organizational Capacity Assessment	32 NGO SGs including CSACEFA and FOMWAN capacity enhanced on organizational strengthening where 72 participants (47m, 25) were trained	Planned for Q2
Intermediate Result 4: Increased State and Local Governments and Civil Society Support for NFE and Alternative Education Options			
Intermediate Result 4.1: Align and operationalize policies to support NFE and alternative learning centers			
Task 1: Catalyze existing coordination mechanisms used by providers of NFE and alternative education options to facilitate open dialogue	1.Organize interface meeting (1 per state) for ANFEA/SAME, and LGEAs to interact with CSOs to promote the implementation of non-formal and alternative education opportunities	3 meetings held in the 3 project states.	1. Establish PCG with representatives from the relevant MDAs in Borno State
	2.Collaborate with community groups, CAN, JNI and other stakeholders to sensitize communities on the importance of reconciliation and peace-building	Communities and NFLCs sensitized on the importance of peace and reconciliation in four project states	2.Collaborate with community groups, CAN, JNI and other stakeholders to sensitize communities on the importance of reconciliation and peace-building
	3. Support NFE TWG to conduct quarterly coordination meetings		3. Support NFE TWG to conduct quarterly coordination meetings

Task (Activity Cluster)	PY2 Activities Oct 1 2015 – September 30, 2016	Outputs Oct 1 2015 – September 30, 2016	Planned Activities for PY3 Q1 October 1 2016-December 31 2016
	4. Establish NFE TWG with LMD TWG and TE TWG as sub-working groups comprised of relevant MDAs and key education stakeholders to adapt and develop relevant standards and coordinate NFE activities in Borno	Not planned for PY2	4. Establish NFE TWG with LMD TWG and TE TWG as sub-working groups comprised of relevant MDAs and key education stakeholders to adapt and develop relevant standards and coordinate NFE activities in Borno
Task 2: Hold annual project conferences to share experiences and promote dialogue	1. Hold meetings to identify lessons learned, good practices, and needs from CCs, CSOs, and other stakeholders	Four meetings held in project states to identify lessons learnt good practices, and needs from CCs, CSOs and other stakeholders. ((advocacy is a veritable tool for development, collaboration with other stakeholders and resource mobilization are key in addressing IDP issues holistically) which will be applied especially to new state (Borno)	1. Not planned for Q1
	2. Organize policy dialogue meeting between CSOs, Faith Based, TWG, other locals and Community leaders to share experiences	Opportunities for dialogue established Policy dialogue meeting held	2. Organize policy dialogue meeting between CSOs, Faith Based, TWG, other locals and Community leaders to share experiences
Intermediate Result 4.2: Increase state and local resources (funds, teachers, supervision, etc.) for NFE and alternative education options			
Task 1: Strengthen existing or create new governmental mechanisms for discussing and operationalizing NFE policies	1. Conduct advocacy visit to State House of Assembly, SAME, SUBEB, SPC and MOF, MOE, Directorate of Tsangaya Education/Tsangaya Association and LGEAs for buy in to the project.	4 Visit Conducted visit to State House of Assembly, SAME, SUBEB, SPC and MOF, MOE, and LGEAs	Conduct advocacy visit to State House of Assembly, (committee on Education) SAME, SUBEB, SPC and MOBEP, MOE, and LGEAs for buy-in and sustainability of the project through transition planning
	2. Organize 3-day quarterly coordination meetings with representatives from the various MDAs responsible for NFE, LGEAs, CSOs and CCs to review and align current policies that support Integrated NFE and other education options. Sharing experiences and identify way forward.	4 Quarterly Meetings held in the 3 project states	2. Organize 3-day quarterly coordination meetings with representatives from the various MDAs responsible for NFE, LGEAs, CSOs and CCs to review and align current policies that support Integrated NFE and other education options. Sharing experiences and identify way forward.
	3. Explore options for state implementation of the harmonized policy on Integrated NFE and other education options.	NFE enhanced curriculum developed produced and approved by NFE TWG and used across the project states.	3. Conduct quarterly coordination meeting with LGEAs E/S
	4. Disseminate approved policy documents		4. Conduct a two-day quarterly coordination meeting for NFE, TE and wrap around officers
Task 2: Establish a Project Consultative Group (PCG) and TWG to bring critical decision	1. Establish NFE TWG and PCG with representatives from the various MDAs responsible for NFE, LGEAs, CSOs and CCs.	NFE TWG & PCG established in all the project states membership cut across all line ministries and agencies.	1. Establish NFE TWG and PCG with representatives from the various MDAs responsible for NFE, LGEAs, CSOs and CCs.

Task (Activity Cluster)	PY2 Activities Oct 1 2015 – September 30, 2016	Outputs Oct 1 2015 – September 30, 2016	Planned Activities for PY3 Q1 October 1 2016-December 31 2016
makers from state and local government agencies together to provide advice on and learn from project activities	2.Support PCG and TWG to conduct monthly/quarterly meetings	Meetings held	2.Support PCG and TWG to conduct monthly/quarterly meetings
	3. Support CSOs/PCG and CCs to use project results to conduct advocacy to relevant policy makers at state and LGA levels on the need for increased funding to NFE in order to ensure implementation and sustainability.	Advocacy conducted	3.Not planned Q1.
	4. Organize 3 field visits (1 per state) for top government officials on project progress	12 Field visit conducted in the project states by top government officials (3 each in Adamawa, Bauchi, Gombe and Yobe))	1.Not planned for Q1
Intermediate Result 4.3: Assist in development of transition plans for state and local government support of NFE and alternative learning centers			
Task 1: Organize capacity strengthening workshops for staff at CCs and their partner CSOs to mobilize state and local funding for NFE and alternative education options	1. Conduct 2-day workshop (1 per state) for CCs and CSOs to strengthen their capacity to mobilize funds/resources from state, local govt. and MDAs and develop plan to obtain support (financial and material) from government	42 CCs (391 participants 304m, 87f) and 16 NGOs (32 participants 19m,13f) capacity strengthened to mobilize funds/resource mobilization, project management	1. Not planned for Q1
	2.Support CCs annually to participate in PCG meetings and present plans for Government funding	2 CC representative from four project states participated in PCG meeting and presented action plans for government support	2. Not planned for Q1
Monitoring and Evaluation M&E Component			
1. Rolling Community Education and Conflict Assessment			
Task 1: Conduct R-CECA	1. Identify translation experts for instruments (where necessary)	15 project indicators and targets finalized	1. Identify translation experts for instruments (where necessary)
	2. Train 60 enumerators for the assessment and including 15 additional governments partners) partners)	15 project indicators and targets shared	2. Train 60 enumerators for the assessment and including 15 additional governments partners) partners)
	3. Collect data in the communities	M&E AP table prepared with adequate support from MEMS II	3. Collect data in the communities
	4. Analyze data and report findings	M&E Plan narrative prepared with adequate support from MEMS II	4. Analyze data and report findings
Task 2: Update M& E table	1.Finalize indicators with annual and EOPS targets	Final draft M&E Plan submitted to USAID and approval granted	1. Review and share indicators with annual and EOPS targets with staff and stakeholders
	2. Share and clarify indicators and targets with IPs	M&E Plan reviewed in line with MEMS suggestions	2. Review M&E task schedule

Task (Activity Cluster)	PY2 Activities Oct 1 2015 – September 30, 2016	Outputs Oct 1 2015 – September 30, 2016	Planned Activities for PY3 Q1 October 1 2016-December 31 2016
	3.Prepare M&E AP table	M&E Plan circulated	3. Review M&E Plan narrative
	4. Prepare draft M&E Plan narrative	M&E Plan reviewed in line with MEMS suggestions	4. Submit revised M&E plan to USAID for review and approval
	5.Submit draft M&E plan to USAID for review and approval	Revised M&E plan shared	5. Circulate M&E Plan to staff
	6. Revise M&E Plan as necessary	M&E Plan reviewed in line with MEMS suggestions	Not Planned for PY3 Q1
	7.Circulate M&E Plan to staff	M&E Plan circulated	Not Planned for PY3 Q1
Task 3: Update M&E Plan annually	1.Review M&E Plan narrative	M&E Plan reviewed in line with MEMS suggestions	Not Planned for PY3 Q1
	2.Share M&E Plan revision with HQ	Revised M&E plan shared	Not Planned for PY3 Q1
	3.Submit M&E Plan revision to USAID for review and approval	Revised M&E plan submitted to USAID and approval granted	Not Planned for PY3 Q1
3. LGEA, NFLC and Sample Selection			
Task 1: Select sample Project LGEAs and NFLCs	1.Establish criteria and methodology for LGEA and NFLC selection	Criteria and methods established, documented	1. Review and share criteria and methodology for LGA and/or NFLC community selection as necessary
	2.Share selection criteria and methodology with states and other partners	Criteria and methodology shared with stakeholders	2. Select LGAs where necessary and NFLC communities
	3.Select LGEAs in the three states	21 (7 per state) project LGEAs selected	3. Conduct inception (familiarization) visits to PY3 project NFLCs
	4.Select or establish NFLC	296 NFLCs established	Not Planned for PY3 Q1
	5.Conduct inception (familiarization) visits to project NFLCs	Sites located for 296 project learning centers and visited	Not Planned for PY3 Q1
	6.Develop/adapt NFLC profile form for project learning centers	NFLC profile form adapted from formal school profile	Not Planned for PY3 Q1
	7.Hold familiarization or orientation meetings in each LGEA (or LGEA clusters) with LFs about responsibilities and activities, and distribute NFLC profile forms	2-day meeting held with 3x7x14=294 LFs in their LGEA clusters	Not Planned for PY3 Q1

Task (Activity Cluster)	PY2 Activities Oct 1 2015 – September 30, 2016	Outputs Oct 1 2015 – September 30, 2016	Planned Activities for PY3 Q1 October 1 2016-December 31 2016
	8. Collect and process NFLC profile forms in project data base	NFLC profile data from 296 project NFLCs processed	Not Planned for PY3 Q1
Task 2: Select sample NFLC for center-based assessment	1. Establish criteria and methodology for sampling NFLC for assessment (teacher observation, etc.)	Sampling criteria and methodology established with state stakeholders	Not Planned for PY3 Q1
	2. Develop NFLC assessment sampling frame and plan	Sampling frame developed with states stakeholders	Not Planned for PY3 Q1
	3. Select sample NFLCs	Sample NFLCs selected together with stakeholders	Not Planned for PY3 Q1
4. M&E System development			
Task 1: Staffing	1. Recruit and hire data base manager	Database Officer recruited following due process	1. Review staffing needs (e.g. data clerks in Adamawa, Bauchi, Borno, Yobe and Gombe) and hire as necessary
	2. Review staffing plan for additional needs (e.g. database assistant in Adamawa and Gombe)	Staffing need job description reviewed accordingly	2. Review monitoring facilitators' performance and agreement
	3. Recruit and hire as necessary	Staff hired to fill existing vacancies	3. Recruit and hire MFs in Borno State and in Adamawa, Bauchi, Gombe and Yobe as necessary
Task 2: Develop routine data tracking and reporting forms	1. Develop draft data collection and tracking forms for routine data collection on project progress	Tracking forms developed for routine data collection from centers	1. Conduct a review/adaptation workshop with M&E officials of ANFEA/SAME on NFLC profile form and other tracking and reporting tools and procedure for the project
	2. Review tracking forms with staff and HQ	Revised tracking forms by ECR staff and then with Creative staff	2. Print pre-enrollment register, enrollment registers, enrollment forms, profile form, other tracking and reporting tools and monitoring facilitators' reporting forms
	3. Finalize tracking forms	Final tracking forms produce for data collection in centers	3. Distribute produced tracking and reporting tools
	4. Develop protocols and procedures manual to guide use and handling of forms	Data collection manual developed to guide the use and handling of routine data collection forms	4. Hold biannual familiarization/ training workshop with LFs and MTs in cluster on their job, responsibilities and records keeping
Task 3: Develop IDP registration and tracking system	1. Identify requirements for IDP tracking	Requirements for IDP learners' tracking identified	Not Planned for PY3 Q1
	2. Develop protocols and procedures manual to guide use and handling of forms for M&E purposes	Manual for use for IDP learners' tracking developed	Not Planned for PY3 Q1

Task (Activity Cluster)	PY2 Activities Oct 1 2015 – September 30, 2016	Outputs Oct 1 2015 – September 30, 2016	Planned Activities for PY3 Q1 October 1 2016-December 31 2016
Task 4: Data Base Development	1.Develop SOW for and recruit database developer as consultant (if Database Officer need assistance)	SOW for database developer developed	1. Develop or review relational database (e.g. ACCESS, SPSS) as necessary
	2.Design relational database (e.g. ACCESS, SPSS)	Relational database developed for Bauchi and Gombe offices	2. Train M&E staff on using database
	3. Train Database Officer, and M&E Advisor on using database	Database officer and Advisor trained on the use of database	3. Update project database
	4.Develop data base operations and data entry protocols and data processing timetable	Data base operations, data entry protocols and data processing timetable developed	4. Review database operations and data entry protocols and data processing timetable
	5.Develop coding systems for all data collection/tracking instruments	Coding systems for all data collection/tracking instruments developed	5. Review coding systems for all data collection/tracking instruments
	6.Develop trainee registration system (use TRAINET, as required) and link to project database	Trainee registration system developed	6. Update trainee registration system (use TRAINET, as required) and link to project database
	7.Develop Performance indicator tracking tables	Performance indicator tracking tables developed	7. Update Performance Reporting System (PRS)
Task 5: Data Base Management	1.Develop data form submission timelines and procedures	Timelines, Procedure for completion and forwarding of routine data forms developed	Not Planned for PY3 Q1
	2.Obtain routine data reporting forms from staff	Completed data forms collected as completed	Not Planned for PY3 Q1
	3. Clean and enter routine data	Collected routine data entered, cleaned up and processed	Not Planned for PY3 Q1
	4. Produce routine data reporting tables	Processed data reported in tables and shared	Not Planned for PY3 Q1
	5. Establish and maintain data form inventory and storage system	Data inventory and storage system established in state offices	Not Planned for PY3 Q1
Task 6: Staff Training	1.Develop staff training program, based on manuals, for routine data collection and use of tracking forms and IDP registration and tracking system	Training program and materials developed with information from routine data	1. Develop staff training program, based on manuals, for routine data collection and use of tracking forms and IDP enrollment
	2.Train project staff on M&E, data collection responsibilities, protocols and forms	2-day training for about 20 persons in each state on data collection and processing	2. Train project staff on data collection and data handling responsibilities, protocols and forms

Task (Activity Cluster)	PY2 Activities Oct 1 2015 – September 30, 2016	Outputs Oct 1 2015 – September 30, 2016	Planned Activities for PY3 Q1 October 1 2016-December 31 2016
Task 5: Institutionalize M&E System in SAME/ ANFEA in each state	Not planned for PY2	Not planned for PY2	1. Train partners and sub grantees on M&E system, tools and procedures
	Not planned for PY2	Not planned for PY2	2. Conduct biannual experience sharing workshop with enumerators & state and LGA partners
	Not planned for PY2	Not planned for PY2	3. Conduct quarterly orientation/refreshers training for MFs on roles and responsibilities
5. Routine Operations for Monitoring Progress, Activities and Outputs			
Task 1: Conduct Routine (Monitoring) Data Collection	1. Collect routine monitoring data per forms and procedure	NFLC monitoring forms completed and collected	1. Distribute routine monitoring forms and enrollment & service forms
	2. Develop data quality control spot-check system and schedule	Data spot-check system developed	2. Collect and enter routine monitoring data as per forms and procedures
	3. Conduct monthly quality control spot-checks	Routine data spot-checked	3. Review data quality control spot-check system and schedule
	Not planned for PY2	Not planned for PY2	4. Design/adapt mentor monitoring tool
	Not planned for PY2	Not planned for PY2	5. Conduct mentor monitoring visits to NFLCs with SAME/ANFEA officials
	Not planned for PY2	Not planned for PY2	6. Conduct routine monitoring visits to formal schools with ECR learners
Task 2: Routine Data Analysis, Progress Review and Reporting	1. Prepare quarterly performance data reporting tables per indicators	Data reporting tables updated	1. Prepare quarterly performance indicator tracking tables per indicators
	2. Prepare annual performance data reporting tables per M&E indicators	Data reporting tables prepared	2. Conduct monthly data quality check on grantees
	3. Conduct semi-annual in-house progress review	M&E activities reviewed	3. Conduct quarterly M&E review meeting(s) with state partners and grantee M&E
	4. Plan annual review meeting(s)	Annual review	4. Conduct bimonthly SMEA visits to projects states with M&E staff, SG M&E officers and states NFE officials
6. Center (Student, teacher, school and community) Performance Assessment (Baseline)			

Task (Activity Cluster)	PY2 Activities Oct 1 2015 – September 30, 2016	Outputs Oct 1 2015 – September 30, 2016	Planned Activities for PY3 Q1 October 1 2016-December 31 2016
Task 1: Conduct baseline assessment on learners, LFs and strength and difficulties	Not planned for PY2	Not planned for PY2	1. Review criteria for learners, facilitators, and NFLC performance with technical support of STTAs
	Not planned for PY2	Not planned for PY2	2. Translate instruments (where necessary) for baseline assessment
	Not planned for PY2	Not planned for PY2	3. Conduct 3-day instrument review, piloting and enumerators' training with additional 15 government partners
	Not planned for PY2	Not planned for PY2	4. Conduct data collection and monitoring visits in each state
	Not planned for PY2	Not planned for PY2	5. Conduct data analysis workshop with government partners
	Not planned for PY2	Not planned for PY2	6. Prepare draft reports for each state; and share, discuss and obtain feedback on draft reports
Task 2: Learner Test Development	1.Source existing tests/instruments for adaptation in alignment with curriculum content including SEL contents	ASER tools were adapted to align with ECR scope and sequence	Not Planned for PY3 Q1
	2.Pilot test the test for validation	Test pilot tested using a sample similar to learners in ECR project centers	Not Planned for PY3 Q1
	3. Finalize the instrument based on pilot experience	Test paper finalized	Not Planned for PY3 Q1
Task 3: Develop other Assessment Instruments	1.Conduct a review of training objectives and contents to inform items in learners, LFs, administrators, NFLC and community instruments	Instruments reviewed in line with training objectives and purpose	Not Planned for PY3 Q1
	2.Develop criteria for student, teacher, NFLC and community performance with technical support of STTAs	Criteria developed for students, teachers, NFLCs and community performance	Not Planned for PY3 Q1
	3.Conduct a two-day workshop to develop draft instruments (e.g. student interview, classroom observation, teacher interview, principal interview, SBMC interviews) per M&E	Two-day workshop held to draft instruments	Not Planned for PY3 Q1
	4.Conduct 2-day instrument review and refinement workshop with staff (for rolling	Two-day workshop held to refine instruments	Not Planned for PY3 Q1

Task (Activity Cluster)	PY2 Activities Oct 1 2015 – September 30, 2016	Outputs Oct 1 2015 – September 30, 2016	Planned Activities for PY3 Q1 October 1 2016-December 31 2016
	assessments and performance assessments in Y1-3)		
	5.Develop SOW and recruit translators (if required) (for rolling assessments and performance assessments in Y1-3)	SOW for translators developed	Not Planned for PY3 Q1
	6.Translate instruments (where necessary) (for rolling assessments and performance assessments in Y1-3)	ASER instruments and SDQ and questionnaire translated	Not Planned for PY3 Q1
	7.Field test in each state (in close-by NFLCs) (for rolling assessments and performance assessments in Y1-3)	ASER instruments and SDQ and questionnaire trial tested	Not Planned for PY3 Q1
	8.Revise and finalize instruments (for rolling assessments and performance assessments in Y1-3)	ASER instruments and SDQ and questionnaire finalized	Not Planned for PY3 Q1
	9.Develop data collection protocol (for rolling assessments and performance assessments in Y1-3)	Data collection schedule developed for enumeration work	Not Planned for PY3 Q1
	10.Print instruments (for rolling assessments and performance assessments in Y1-3)	Instrument printed in the required quantity	Not Planned for PY3 Q1
Task 4: Recruit and train field research teams (for rolling assessments and performance assessments in Y1-3)	1.Develop SOWs and recruit field workers (enumerators) and researchers	SOW for enumerators developed	Not Planned for PY3 Q1
	2. Prepare researchers/enumerators training course	Training Guide for enumerators prepared	Not Planned for PY3 Q1
	3.Conduct 3-day training for field researchers'/data collectors in each state (including close-in NFLC visits) Etc.	21 Researchers/data collectors trained on the handling of the tools and the process	Not Planned for PY3 Q1
Task 5: Center Performance Baseline Data Collection (for rolling assessments and performance assessments in Y1-3)	1.Conduct half-day meeting with sample NFLCs' heads	NFLCs met for sensitization on the planned assessment	Not Planned for PY3 Q1
	2.Develop schedules for quality control visits to NFLCs in each state and for research team assignments in each state	Quality control in data collection and the entire process developed	Not Planned for PY3 Q1
	3.Conduct data collection visits and collect data in each state	Data collected for each state and LGA	Not Planned for PY3 Q1

Task (Activity Cluster)	PY2 Activities Oct 1 2015 – September 30, 2016	Outputs Oct 1 2015 – September 30, 2016	Planned Activities for PY3 Q1 October 1 2016-December 31 2016
	4. Conduct quality control visits to field teams in each state	Quality control visit to field teams in each state conducted	Not Planned for PY3 Q1
Task 6: Center Performance Data Processing (for rolling assessments and performance assessments in PY1)	1. Assess data entry personnel needs	Number of data entry personnel required for the assessment established	Not Planned for PY3 Q1
	2. Develop SOW and recruit temporary data entry clerks	SOW for data clerks	Not Planned for PY3 Q1
	3. Develop data entry plan, for implementation by data entry clerks	Data entry plan developed for data clerks	Not Planned for PY3 Q1
	4. Collect and review data reporting forms to ensure completeness	Completed data forms reviewed for completeness	Not Planned for PY3 Q1
	5. Enter data	Electronic data	Not Planned for PY3 Q1
Task 7: Analysis and Reporting (for rolling assessments and performance assessments in PY1)	1. Organize data and prepare initial analysis of learners' (baseline) performance and submit to QLP	Learners' performance results organized by state, by sex and by other variables	Not Planned for PY3 Q1
	2. Prepare other analysis and discern baseline NFLC performance data	Baseline results for entry level of learners discerned	Not Planned for PY3 Q1
	3. Conduct 2-day workshop on data analysis and interpretation in each state	2-day data analysis workshop conducted	Not Planned for PY3 Q1
	4. Prepare draft reports for each state	State specific results prepared	Not Planned for PY3 Q1
	5. Share, discuss and obtain feedback on draft reports from QLP staff	Findings shared and discussed with stakeholder in each state	Not Planned for PY3 Q1
	6. Finalize reports and project synthesis	Report finalized and submitted to USAID	Not Planned for PY3 Q1
	7. Present findings at Annual M&E stakeholder meeting	Findings disseminated to stakeholder state-wide	Not Planned for PY3 Q1

ANNEX B: PROGRESS SUMMARY

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
Goal: Expand access to quality, relevant non-formal education (NFE) and alternative education opportunities for out-of-(formal) school children; age 6-17 in target sites.											
1. # of learners enrolled in USG-supported Non-Formal Learning Centers (NFLCs) and Alternative Education (AE)**	14,321 (7,469 m, 6,852 f): Bauchi 4,751, (2,509 m, 2,242 f); Gombe 4,904 (2,521 m, 2,383 f); Adamawa 4,666 (2,439 m, 2,227 f).	FY15	14,321	16,760	25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)	25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	0	155% 25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	Target exceeded by 55%. Parents more inclined to enroll their children due to the impact of the project in year 1.
2. #/% of new entrants in NFLCs and AEs*	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	FY15	14,321	16,760	25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m 3,113f); (Gombe 5,570, 2,521m, 3,049f);	209 (115m, 94f)	21,837 (9,770m, 12,067f): (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,002, 3,204m, 3,798f)	3,893, 1,721m, 2,172f: (Adamawa 2,255, 1,211m, 1,044f); (Bauchi 585, 220m 365f); (Gombe 625, 290m, 335f); (Yobe 428, 0m, 428f)	0	155% 25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m 3,113f); (Gombe 5,570,	Target exceeded by 55%. Parents more inclined to enroll their children due to the impact of the project in year 1.

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
					(Yobe 7,616, 3,296m, 4,320f)					2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	
3. #/% of learners receiving reading interventions at the primary or equivalent level in NFLS & AEs**	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	FY15	14,321	16,760	25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)	22,215, 9,903m, 12,312f: (Adamawa 6,532, 3,036m 3496f); (Bauchi 4,984, 2,109m 2,875f); (Gombe 4,809, 2,177m, 2,632f); (Yobe 5,890, 2581m, 3,309f)	0	155% 25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	Target exceeded by 55%. Parents more inclined to enroll their children due to the impact of the project in year 1.
4. #/% of learners who complete the NFE/AE program *	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	FY15	14,321	65%	(Ada 68%; Bau 88%, Gom 84%; Yob 74%)	N/A	NA	NA	20,089; 8655m, 11,434 (Ada 4947, 2123m, 2824f; Bau 4851, 2091m, 2760f; Gom 4654, 2153m, 2501f; Yob	78% (Ada 68%; Bau 88%, Gom 84%; Yob 74%)	Target exceeded by 13%. Parents more inclined to enroll their children due to the impact of the project in year 1.

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
									5637, 2288m, 3349f.		
5. #/% of students who, by the end of one full year of NFE education, demonstrate that they can read and understand the meaning of grade level equivalent text *	32%: Adamawa 28%; Bauchi 36%; Gombe 33%	FY15	32%	40%	(45%; 44%m, 46%f. Ada 41%; 41%m, 41%f; Bau 48%; 50%m, 46%f; Gom 43%; 37%m, 49%f; Yob 48%; 49%m, 47%f)	N/A	NA	NA	45%; 44%m, 46%f. Ada 41%; 41%m, 41%f; Bau 48%; 50%m, 46%f; Gom 43%; 37%m, 49%f; Yob 48%; 49%m, 47%f	45% (45%; 44%m, 46%f. Ada 41%; 41%m, 41%f; Bau 48%; 50%m, 46%f; Gom 43%; 37%m, 49%f; Yob 48%; 49%m, 47%f)	Target exceeded by 5%. The project's intensive training to the learning facilitators, mentoring and coaching support (on the job training) by mentor teachers to ensure quality delivery of instruction, developed scope and sequence that equipped the facilitator on what to do as well as scripted manual on how to teach a particular topic. Those contributed a lot to the performance of the children.
6. #/ % of learners in NFLC/AE & FS who meet or surpass criteria for socio-emotional competency**	69%: Adamawa 97%; Bauchi 50%; Gombe 66%	FY15	69%	65%	Ada 77%; Bau 68%; Gom 67%; Yob 74%	N/A	NA	NA	72%; Ada 77%; Bau 68%; Gom 67%; Yob 74%	72%; Ada 77%; Bau 68%; Gom 67%; Yob 74%	Target exceeded by 7%. The project particularly the LFs has become more aware of techniques for handling learners with psychological needs
7. #/% of NFLC/AE students transitioning to formal schooling (FS)	14%: Adamawa 12%; Bauchi 17%; Gombe 14%	FY15	14%	10%	5163; 2349m, 2814f (Ada 931, 439m, 492f; Bau 1023, 413m, 610f; Gom 1539, 692m, 847f; Yob 1670, 805m, 865f	(209) 1.2%	1,722 (23%)		5163; 2349m, 2814f (Ada 931, 439m, 492f; Bau 1023, 413m, 610f; Gom 1539, 692m, 847f; Yob 1670, 805m, 865f	26% (Ada 19%, Bau 21%, Gom 33%, Yob 30%)	Target exceeded by 16%. Apart from the 5163 learners mainstreamed, the project, through the CC, LGEA and SUBEB is working to mainstream another 74% learners to formal school The project will also provide learning materials support to the 26% mainstreamed learners and obtain other support for others from government and other philanthropists.

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
8. % of LF/coaches in NFLC/AEs who meet/surpass performance criteria*	67%: Adamawa 75%; Bauchi 67%; Gombe 63%	FY15	67%	75%	84%; Ada 64%; Bau 77%; Gom 100%; Yob 93%	N/A	NA	NA	84%; Ada 64%; Bau 77%; Gom 100%; Yob 93%	84% (Ada 64%; Bau 77%; Gom 100%; Yob 93%)	Target exceeded by 9%. The project part from the intensive training given to the learning facilitators, provided a mentoring and coaching support (on the job training) to them to ensure quality delivery of instruction, Also the project develop scope and sequence that equipped the facilitator on what to do as well as provided him with manual on how to teach a particular topic. Those contributed a lot to the performance of the children.
IR 1: Increased availability of Safe, quality and relevant NFE and alternative education opportunities (Schools, Centers)											
Sub-IR 1.1: Establish safe, protective non-formal and alternative education opportunities											
9. #/% of NFLC/AEs established that meet or surpass criteria for safe, quality and relevant NFLCs*	269(100%)	FY15	269	75%	547 (NFLC 408, FS 139 (Ada 166, NFLC 100, FS 66, Bau 128, NFLC 100, FS 28, Gom 121, NFLC 100, 21, Yob 132, NFLC 108, FS 24)	4 (2.08%)	429 (98%)	432 (100%)	547 (100%)	547 (100%) (NFLC 408, FS 139 (Ada 166, NFLC 100, FS 66, Bau 128, NFLC 100, FS 28, Gom 121, NFLC 100, 21, Yob 132, NFLC 108, FS 24)	Target exceeded by 25%. The project developed a safe school checklist that guided the establishment and running of the centers and this was strictly adhered to
Sub-IR 1.2: Integrate Accelerated Learning Programs (ALPs) for core academic programs, life skills and wrap-around services into NFE and alternative learning programs											
IR 2: Increased quality of relevant instruction and teaching-learning materials for literacy, numeracy, life skills and wrap-around services in NFE and alternative education programs											
Sub-IR 2.1: Increase the number and improve the capacity of LFs to provide literacy, numeracy and life skills instruction and provide wraparound services											
10. #/% of LCs, coaches & supervisors in project NFLC/AEs who successfully	464 (342m, 121f): Bauchi 153 (118m, 35f); Gombe 154 (117m, 37f);	FY15	464	526	975 (698m, 277f): Ada 319 (216m, 103f), Bau	38 (24m, 14f)	923 (663m, 260f): Ada 319 (216m, 103f), Bau 204 (159m,	246 (160m, 86f)	0	185% 975 (698m, 277f): Ada	Target exceeded by 85%. Additional teachers were trained from formal schools were the learners were

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
complete training**	Adamawa 157 (108m, 49f)				204 (159m, 45f), Gom 200 (146m, 54f), Yob 252 (177m, 75f)		45f), Gom 200 (1,460m, 54f), Yob 200 (142m, 58f)	(35m, 17f), Ada 194 (125m, 69f)		319 (216m, 103f), Bau 204 (159m, 45f), Gom 200 (146m, 54f), Yob 252 (177m, 75f)	mainstreamed and in Yobe teachers from formal schools where learners were directly enrolled. This is in addition to learning facilitators, MTs that were trained to facilitate learning in the project established learning centers in the 4 states.
Sub-IR 2.2: Establish a coaching/mentoring system to support LFs in NFE and alternative learning center											
Sub-IR 2.3: Develop/adapt and distribute quality teaching and learning materials for literacy, numeracy, life skills and wraparound services in NFE and alternative learning centers											
11. # of textbooks and other teaching and learning materials (TLM) provided with USG assistance ** (3.2.1-33)	L: 14,321 T: 422	FY15	L: 14,321 T: 422	L: 16,760 T: 448	L: 25,257 (Adamawa 7048, Bauchi 5462, Gombe 5536, Yobe 7211) T: (Adamawa 121; Bauchi 121; Gombe 121; Yobe 200)	L 209 T 38	L 22,046 T 923	L 9101 (Ada 2075, Bau 545, Gom 591, Yob 5890) T 0	0	L: 151% (25,257) T: 126% (563) Total: 150% (25,820) L: 25,257 (Adamawa 7048, Bauchi 5462, Gombe 5536, Yobe 7211) T: (Adamawa 121; Bauchi 121; Gombe 121; Yobe 200)	Target exceeded by 51% for learning materials and by 26% for teaching materials. Materials were distributed to learners in NFLCs and Y1 learners mainstreamed to FSs. Also teachers involved in teaching IDP learners received training teachers in Adamawa were provided with teaching materials and provided will teaching materials to ensure the quality delivery of instruction.
IR 3: Increased community engagement and support of schooling in targeted NFE and alternative education learning center communities											
Sub-IR 3.1: Increase awareness of the importance of schooling and non-formal and alternative education opportunities											

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
Sub-IR 3.2: Strengthen or activate community education support groups/committees											
12. #/% of CSOs/NGOs and CCs supporting and advocating for conflict-sensitive education in NFLC/AE/FSs **	56:14 NGOs (Bauchi 4, Gombe 5, Adamawa 5); 42 CCs (Bauchi 14, Gombe 14, Adamawa 14)	FY15	56	70	NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:52 (Bauchi 14, Gombe 14, Adamawa 14, Yobe 10)		NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:52 (Bauchi 14, Gombe 14, Adamawa 14, Yobe 10)	NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:52 (Bauchi 14, Gombe 14, Adamawa 14, Yobe 10)	NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:52 (Bauchi 14, Gombe 14, Adamawa 14, Yobe 10)	NGO:168% CC:100% NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:52 (Bauchi 14, Gombe 14, Adamawa 14, Yobe 10)	Target exceeded by 68%. More NGOs engaged (1/ per LGA) to facilitate effective coordination and reach.
Sub-IR 3.3: Establish community-implemented support programs for NFE or alternative learning centers											
13. # of NFLC/AE/FSs supported by CCs	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS; Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	FY15	338	LC:396 FS: 52	547 (408 NFLC, 139 FS): Adamawa: 166 (100 NFLC, 66 FS); Bauchi: 128 (100 NFLC, 28 FS); Gombe: 121 (100 NFLC, 21 FS); Yobe: 132 (108 NFLC, 24 FS)	FS: 2	545 (406 NFLC, 139 FS): Adamawa: 166 (99 NFLC, 66 FS); Bauchi: 120 (99 NFLC, 28 FS); Gombe: 121 (100 NFLC, 21 FS); Yobe: 131 (107 NFLC, 24 FS)	547 (408 NFLC, 139 FS): Adamawa: 166 (100 NFLC, 66 FS); Bauchi: 128 (100 NFLC, 28 FS); Gombe: 121 (100 NFLC, 21 FS); Yobe: 132 (108 NFLC, 24 FS)	547 (408 NFLC, 139 FS): Adamawa: 166 (100 NFLC, 66 FS); Bauchi: 128 (100 NFLC, 28 FS); Gombe: 121 (100 NFLC, 21 FS); Yobe: 132 (108 NFLC, 24 FS)	124% (547 (408 NFLC, 139 FS): Adamawa: 166 (100 NFLC, 66 FS); Bauchi: 128 (100 NFLC, 28 FS); Gombe: 121 (100 NFLC, 21 FS); Yobe: 132 (108 NFLC, 24 FS)	Target exceeded by 24%. 139 FS had to be supported (instead of 52) where learners were mainstreamed. 10 additional NFLCs were established in four project states on needs based by project's partners (Yobe - 7; CSACEFA - 3)
IR 4: Increased state and local government and civil society support for NFE and alternative education options											
Sub-IR 4.1: Establish opportunities for dialogue among government agencies, NFE alternative education providers, and civil society on increasing equitable access											
Sub-IR 4.2: Align and operationalize policies to support NFE and alternative learning centers											
Sub-IR 4.3: Increase state and local resources (funds, teachers, supervision, etc.) for NFE and alternative education options											

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
Sub-IR 4.4: Assist development of transition plans for state and local government support of NFE and alternative education schools/centers											
14. # of policies, guidelines, standard, transition plans, etc. developed/modified to support conflict-sensitive education in NFLC/AE/FSs*	5	FY15	5	4	6	1	NA	5	0	120% (6)	Target exceeded by 20%. Transition plan was also developed in addition to other policies and manuals.
15. # NFLC/AEs supported by project that receive resources from the government	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS; Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	FY15	338	LC:396 FS:52	408 (Adamawa: 100; Bauchi: 100; Gombe: 100; Yobe: 108)	2	408 (Adamawa: 100; Bauchi: 100; Gombe: 100; Yobe: 108)	408 (Adamawa: 100; Bauchi: 100; Gombe: 100; Yobe: 108)	408 (Adamawa: 100; Bauchi: 100; Gombe: 100; Yobe: 108)	(124%) 408 (Adamawa: 100; Bauchi: 100; Gombe: 100; Yobe: 108)	Target exceeded by 24%. Government supported the 139 FS where learners were mainstreamed as well as the 10 additional NFLCs established by project’s partners (Yobe - 7; CSACEFA 3)
# of learners enrolled in USG-supported Non-Formal Learning Centers (NFLCs) and Alternative Education (AE)**											
4. #/% of new entrants in NFLCs and AEs*	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	FY15	14,321	16,760	25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m, 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	209 (115m, 94f)	21,837 (9,770m, 12,067f): (Adamawa 4,973, 2,166m, 2,807f); (Bauchi 4,917, 2,169m, 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,002, 3,204m, 3,798f)	3,893, 1,721m, 2,172f: (Adamawa 2,255, 1,211m, 1,044f); (Bauchi 585, 220m, 365f); (Gombe 625, 290m, 335f); (Yobe 428, 0m, 428f)	0	155% 25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m, 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m,	Target exceeded by 55%. Parents more inclined to enroll their children due to the impact of the project in year 1.

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
										4,320f)	
5. #/% of learners receiving reading interventions at the primary or equivalent level in NFLS & AEs**	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	FY15	14,321	16,760	25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)	22,215, 9,903m, 12,312f: (Adamawa 6,532, 3,036m 3496f); (Bauchi 4,984, 2,109m 2,875f); (Gombe 4,809, 2,177m, 2,632f); (Yobe 5,890, 2581m, 3,309f)	0	155% 25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	Target exceeded by 55%. Parents more inclined to enroll their children due to the impact of the project in year 1.
6. #/% of learners who complete the NFE/AE program *	14,321 (7,469m, 6,852f): Bauchi 4,751, (2,509m, 2,242f); Gombe 4,904 (2,521m, 2,383f); Adamawa 4,666 (2,439m, 2,227f)	FY15	14,321	65%	(Ada 68%; Bau 88%, Gom 84%; Yob 74%)	N/A	NA	NA	20,089; 8655m, 11,434 (Ada 4947, 2123m, 2824f; Bau 4851, 2091m, 2760f; Gom 4654, 2153m, 2501f; Yob 5637, 2288m, 3349f.	78% (Ada 68%; Bau 88%, Gom 84%; Yob 74%)	Target exceeded by 13%. Parents more inclined to enroll their children due to the impact of the project in year 1.
13. #/% of students who, by the end of one	32%: Adamawa 28%; Bauchi 36%;	FY15	32%	40%	(45%; 44%m, 46%f. Ada	N/A	NA	NA	45%; 44%m,	45%	Target exceeded by 5%. The project's intensive training to

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
full year of NFE education, demonstrate that they can read and understand the meaning of grade level equivalent text *	Gombe 33%				41%; 41% 41% f; Bau 48%; 50% 46% f; Gom 43%; 37% 49% f; Yob 48%; 49% 47% f)				46% f. Ada 41%; 41% m, 41% f; Bau 48%; 50% m, 46% f; Gom 43%; 37% m, 49% f; Yob 48%; 49% m, 47% f	(45%; 44% m, 46% f. Ada 41%; 41% m, 41% f; Bau 48%; 50% m, 46% f; Gom 43%; 37% m, 49% f; Yob 48%; 49% m, 47% f)	the learning facilitators, mentoring and coaching support (on the job training) by mentor teachers to ensure quality delivery of instruction, developed scope and sequence that equipped the facilitator on what to do as well as scripted manual on how to teach a particular topic. Those contributed a lot to the performance of the children.
14. #/ % of learners in NFLC/AE & FS who meet or surpass criteria for socio-emotional competency**	69%: Adamawa 97%; Bauchi 50%; Gombe 66%	FY15	69%	65%	Ada 77%; Bau 68%; Gom 67%; Yob 74%	N/A	NA	NA	72%; Ada 77%; Bau 68%; Gom 67%; Yob 74%	72%; Ada 77%; Bau 68%; Gom 67%; Yob 74%	Target exceeded by 7%. The project particularly the LFs has become more aware of techniques for handling learners with psychological needs
15. #/% of NFLC/AE students transitioning to formal schooling (FS)	14%: Adamawa 12%; Bauchi 17%; Gombe 14%	FY15	14%	10%	5163; 2349m, 2814f (Ada 931, 439m, 492f; Bau 1023, 413m, 610f; Gom 1539, 692m, 847f; Yob 1670, 805m, 865f	(209) 1.2%	1,722 (23%)		5163; 2349m, 2814f (Ada 931, 439m, 492f; Bau 1023, 413m, 610f; Gom 1539, 692m, 847f; Yob 1670, 805m, 865f	26% (Ada 19%, Bau 21%, Gom 33%, Yob 30%)	Target exceeded by 16%. Apart from the 5163 learners mainstreamed, the project, through the CC, LGEA and SUBEB is working to mainstream another 74% learners to formal school The project will also provide learning materials support to the 26% mainstreamed learners and obtain other support for others from government and other philanthropists.
16. % of LF/coaches in NFLC/AEs who meet/surpass performance criteria*	67%: Adamawa 75%; Bauchi 67%; Gombe 63%	FY15	67%	75%	84%; Ada 64%; Bau 77%; Gom 100%; Yob 93%	N/A	NA	NA	84%; Ada 64%; Bau 77%; Gom 100%; Yob 93%	84% (Ada 64%; Bau 77%; Gom 100%;	Target exceeded by 9%. The project part from the intensive training given to the learning facilitators, provided a mentoring and coaching

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
										Yob 93%)	support (on the job training) to them to ensure quality delivery of instruction, Also the project develop scope and sequence that equipped the facilitator on what to do as well as provided him with manual on how to teach a particular topic. Those contributed a lot to the performance of the children.
17. IR 1: Increased availability of Safe, quality and relevant NFE and alternative education opportunities (Schools, Centers)											
Sub-IR 1.1: Establish safe, protective non-formal and alternative education opportunities											
#/% of NFLC/AEs established that meet or surpass criteria for safe, quality and relevant NFLCs*											
18. Sub-IR 1.2: Integrate Accelerated Learning Programs (ALPs) for core academic programs, life skills and wrap-around services into NFE and alternative learning programs											
IR 2: Increased quality of relevant instruction and teaching-learning materials for literacy, numeracy, life skills and wrap-around services in NFE and alternative education programs											
Sub-IR 2.1: Increase the number and improve the capacity of LFs to provide literacy, numeracy and life skills instruction and provide wraparound services											
#/% of LCs, coaches & supervisors in project NFLC/AEs who successfully complete training**											
19. Sub-IR 2.2: Establish a coaching/mentoring system to support											

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
LFs in NFE and alternative learning center											
Sub-IR 2.3: Develop/adapt and distribute quality teaching and learning materials for literacy, numeracy, life skills and wraparound services in NFE and alternative learning centers											
# of textbooks and other teaching and learning materials (TLM) provided with USG assistance ** (3.2.1-33)											
20. IR 3: Increased community engagement and support of schooling in targeted NFE and alternative education learning center communities											
Sub-IR 3.1: Increase awareness of the importance of schooling and non-formal and alternative education opportunities											
Sub-IR 3.2: Strengthen or activate community education support groups/committees											
#/% of CSOs/NGOs and CCs supporting and advocating for conflict-sensitive education in NFLC/AE/FSs **											
21. Sub-IR 3.3: Establish community-implemented support programs for NFE or alternative learning centers											
13. # of NFLC/AE/FSs supported by CCs											
IR 4: Increased state and local government and civil society support for NFE and alternative education options											
Sub-IR 4.1: Establish opportunities for dialogue among government agencies, NFE alternative education providers, and civil society on increasing equitable access											
Sub-IR 4.2: Align and operationalize policies to support NFE and alternative learning centers											
Sub-IR 4.3: Increase state and local resources (funds, teachers, supervision, etc.) for NFE and alternative education options											
Sub-IR 4.4: Assist development of transition plans for state and local government support of NFE and alternative education schools/centers											

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
# of policies, guidelines, standard, transition plans, etc. developed/modified to support conflict-sensitive education in NFLC/AE/FSs*											
16. # NFLC/AEs supported by project that receive resources from the government	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS; Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	FY15	338	LC:396 FS:52	408 (Adamawa: 100; Bauchi: 100; Gombe: 100; Yobe: 108)	2	408 (Adamawa: 100; Bauchi: 100; Gombe: 100; Yobe: 108)	408 (Adamawa: 100; Bauchi: 100; Gombe: 100; Yobe: 108)	408 (Adamawa: 100; Bauchi: 100; Gombe: 100; Yobe: 108)	(124%) 408 (Adamawa: 100; Bauchi: 100; Gombe: 100; Yobe: 108)	Target exceeded by 24%. Government supported the 139 FS where learners were mainstreamed as well as the 10 additional NFLCs established by project’s partners (Yobe - 7; CSACEFA 3)
17. # of learners enrolled in USG-supported Non-Formal Learning Centers (NFLCs) and Alternative Education (AE)**	14,321 (7,469 m, 6,852 f): Bauchi 4,751, (2,509 m, 2,242 f); Gombe 4,904 (2,521 m, 2,383 f); Adamawa 4,666 (2,439 m, 2,227 f).	FY15	14,321	16,760	25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	209 (115m, 94f)	22,046, 9,885m, 12,161f: (Adamawa 4,973, 2,166m 2,807f); (Bauchi 4,917, 2,169m 2,748f); (Gombe 4,945, 2,231m, 2,714f); (Yobe 7,211, 3,319m, 3,892f)	25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	0	155% 25,916, 11,583m, 14,333f: (Adamawa 7,228, 3,377m, 3,851f); (Bauchi 5,502, 2,389m 3,113f); (Gombe 5,570, 2,521m, 3,049f); (Yobe 7,616, 3,296m, 4,320f)	Target exceeded by 55%. Parents more inclined to enroll their children due to the impact of the project in year 1.

ANNEX C: TRAINET REPORT

Training Description	Period	Location	Male	Female	Total
Enumerators Training CECA Yobe	Q1	Bauchi	19	9	28
Enumerators Training RCECA Borno	Q1	Maiduguri	9	6	15
NGOs Orientation Training on Grant management for Bauchi sub grantees	Q1	Bauchi	13	9	22
NGOs Orientation Training on Grant management for Yobe sub grantees	Q1	Bauchi	19	7	26
NGOs Orientation Training on Grant management for Gombe sub grantees	Q1	Gombe	16	5	21
NGOs Orientation Training on Grant management for Adamawa sub grantees	Q1	Gombe	14	7	21
Sensitization workshop on SEL and wraparound services	Q1	Adamawa	36	13	49
CSOs' training on capacity building towards mobilization of funds/resources	Q1	Adamawa	22	3	25
Training SBMC of mainstream schools	Q1	Adamawa	135	9	144
Training on resource mobilization for Community coalition members in Yobe	Q1	Gombe	7	3	10
Orientation and Training for quick win Teachers in Yobe	Q1	Gombe	18	13	31
Training of Subgrantee M&E and State Partners on M&E tools and Procedures	Q2	Yola	9	5	14
Training of Data Collection Enumerators on Baseline Assessment data collection instruments	Q2	Yola	7	4	11
Training of Data Collection Enumerators on Rolling Assessment data collection instruments	Q2	Gombe	6	3	9
Training of Facilitators on Literacy and Numeracy on Pedagogy & Methodology	Q2	Yola	261	101	362
Training of Learning Facilitators on SEL competencies	Q2	Yola	261	101	362
Learners Performance Progression Assessment instrument development workshop	Q2	Damaturu	2	0	2
Read aloud Materials Development Workshop	Q2	Gombe	3	1	4
Stakeholder Sensitization workshop on NFE Benchmark	Q2	Yola	50	7	57
Training of Mentor Teachers on Mentoring and Coaching Techniques	Q2	Bauchi	16	5	21
CreativeMapper Training	Q2	Bauchi	1	0	1
Training of Community Coalition on Community Action Cycle	Q2	Yola	44	14	58
TOT training on Reading and Numeracy Manual	Q2	Gombe	5	1	6
TOT training on SEL manual	Q2	Gombe	6	1	7
Training of Subgrantee M&E and State Partners on M&E tools and Procedures	Q2	Bauchi	9	3	12
Training of Data Collection Enumerators on Baseline Assessment data collection instruments	Q2	Yola	7	4	11

Training of Data Collection Enumerators on Rolling Assessment data collection instruments	Q2	Gombe	5	6	11
Training of Facilitators on Literacy and Numeracy on Pedagogy & Methodology	Q2	Bauchi	159	45	204
Training of Learning Facilitators on SEL competencies	Q2	Bauchi	159	45	204
CreativeMapper Training	Q2	Bauchi	43	0	3
Learners Performance Progression Assessment instruments development workshop	Q2	Damaturu	3	0	3
Read aloud Materials Development Workshop	Q2	Gombe	2	2	4
Stakeholder Sensitization workshop on NFE Benchmark	Q2	Bauchi	40	9	49
Training of Mentor Teachers on Mentoring and Coaching Techniques	Q2	Bauchi	20	1	21
Training of Community Coalition on Community Action Cycle	Q2	Bauchi	0	0	0
TOT training on Reading and Numeracy Manual	Q2	Gombe	7	3	10
Training of Community Coalition on Community Action Cycle	Q2	Bauchi			0
TOT Training on Community Action Cycle	Q2	Bauchi			0
TOT training on SEL manual	Q2	Gombe	7	3	10
Training of Subgrantee M&E and State Partners on M&E tools and Procedures	Q2	Gombe	11	3	14
Training of Data Collection Enumerators on Baseline Assessment data collection instruments	Q2	Yola	6	5	11
Training of Data Collection Enumerators on Rolling Assessment data collection instruments	Q2	Gombe	6	3	9
Training of Facilitators on Literacy and Numeracy on Pedagogy & Methodology	Q2	Gombe	120	43	163
Training of Learning Facilitators on SEL competencies	Q2	Gombe	139	53	192
Learners Performance Progression Assessment instruments development workshop	Q2	Damaturu	2	1	3
Read aloud Materials Development Workshop	Q2	Gombe	2	3	5
Stakeholder Sensitization workshop on NFE Benchmark	Q2	Gombe	36	17	53
Training of Training of Community Coalition on Community Action Cycle	Q2	Gombe	24	11	35
Training of Mentor Teachers on Mentoring and Coaching Techniques	Q2	Bauchi	15	6	21
TOT training on Reading and Numeracy Manual	Q2	Gombe	5	3	8
TOT training on SEL manual	Q2	Gombe	5	3	8
YOBE	Q2				
Training of Sub-Grantee M&E and State Partners on M&E tools and Procedures	Q2	Damaturu	12	2	14
Training of Data Collection Enumerators on Baseline Assessment data collection instruments	Q2	Yola	11	2	13
Training of Facilitators on Literacy and Numeracy on Pedagogy & Methodology	Q2	Damaturu	131	58	189
Training of Learning Facilitators on SEL competencies	Q2	Damaturu	138	64	202

Learners Performance Progression Assessment instrument development workshop	Q2	Damaturu	3	0	3
Read aloud Materials Development Workshop	Q2	Gombe			0
Training of Mentor Teachers on Mentoring and Coaching Techniques	Q2	Bauchi			0
Training of Community Coalition on Community Action Cycle	Q2	Damaturu	108	35	143
TOT Training on Community Action Cycle	Q2	Damaturu	6	4	10
TOT training on Reading and Numeracy Manual	Q2	Gombe			0
TOT training on SEL manual	Q2	Gombe			0
Institutional Capacity training for NGOs	Q3	Bauchi	19	13	32
Training of Master Trainers on Community Coalition formation	Q3	Bauchi	6	2	8
Training of Master Trainers on Community Coalition formation	Q3	Gombe	5	3	8
Training of Master Trainers on Community Coalition formation	Q3	Adamawa	5	3	8
Community education and conflict assessment (CECA)	Q3	Bauchi	18	17	35
Baseline Assessment Tools Development and enumerators training Workshop	Q3	Gombe	17	9	26
End line assessment tools development and enumerators' training	Q3	Adamawa	19	12	31
Rolling assessment – instrument review and enumerators' training	Q3	Bauchi	14	7	21
Yobe CECA – instrument review and enumerators' training	Q3	Bauchi	13	6	19
Community Coalition training on Planning & IDP support	Q3	Bauchi	109	31	140
Community Coalition training on Planning & IDP support	Q3	Gombe	114	25	139
Community Coalition training on Planning & IDP support	Q3	Adamawa	81	31	112
Learning Facilitators training	Q3	Bauchi	112	33	145
Learning Facilitators training	Q3	Gombe	112	34	146
Learning Facilitators training	Q3	Adamawa	102	48	150
Material Development Workshop	Q3	Bauchi	6	2	8
Material Development Workshop	Q3	Gombe	5	3	8
Material Development Workshop	Q3	Adamawa	6	1	7
Training Master Trainers	Q3	Bauchi	6	2	8
Training Master Trainers	Q3	Gombe	5	3	8
Training Master Trainers	Q3	Adamawa	6	1	7
Training of Enumerators to collect data for Endline Assessment in Adamawa, Bauchi, Gombe and Yobe	Q4	Damaturu	42	19	61
Training of Enumerators to collect data for Rolling assessment in Adamawa, Borno, Bauchi, Gombe and Yobe	Q4	Bauchi	28	19	47
Training on Teaching Methodology and Measurement and Evaluation to Formal School Teachers	Q4	Adamawa	125	69	194
Gender based Violence (GBV) ToT Training for Master trainers from Adamawa, Bauchi, Gombe and Yobe	Q4	Adamawa	21	25	45
SEL Training of Learning Facilitators, Mentor Teachers and Monitoring Facilitators on Positive Social Skills	Q4	Adamawa	131	54	185
Feedback Loop Meeting with Mentor Teachers and Monitoring Facilitators	Q4	Adamawa	48	23	71

GBV Step down training to Learning Facilitators, CCs and Mentor Teachers	Q4	Adamawa	185	64	249
SEL Training of LFs, CCs, Sub-grantees and MFs on Perseverance	Q4	Adamawa	161	63	224
NFE Coordination meeting with TWG/PCG	Q4	Adamawa	36	11	47
Meeting with LFs on areas of training needs	Q4	Adamawa	46	54	100
Feedback loop meeting with Mentor Teachers and Master Trainers	Q4	Adamawa	26	4	30

ANNEX D: SUMMARY TABLE OF SUPPORTS RECEIVED BY THE PROJECT

Organization	Items received	Date	N	\$	Rate
Alheri Model School	288 pencils, 102 Lucky classic ball pens, 396 Expression 2A 20 leaves exercise books, 576 Expression 40 leaves exercise books	October 2015	40, 640.00	206.29	197
AGLOW	200 erasers, 288 pencils, 100 Biro, 768 Exercise books	October 2015	28, 040.00	142.33	197
The Dukku Community Coalitions (CCs) in Gombe	Mobilized funds to procure additional raw materials used at the skills acquisition trainings for 55 youths in the communities- - recipes for cakes worth N10, 000 - tailoring materials worth N3000	October,2015	13,000.00	65.98	197
UNDP in Gombe	Supported 355 IDP parents and caregivers with farming equipment and improved seedlings with a view to becoming economically viable to support their children's education.	October, 2015	40,000.00	203.04	197
Aglow Women Ministry International Gombe state, a faith-based Organization,	Scholastics materials worth N28, 920 (\$145) to support the IDPs children enrolled in the project's centers in the state. Materials donated included: 2 packets of eraser (200 pieces) at N1000; 36 packet of pencils (288 pieces) at N2,880; 2 packets of Biro 100 (pieces) at N2,000; and 64 bundles of exercise books (768 pieces) at N23, 040	November, 2015	28, 920.00	145.32	199
Federation of Muslim Women Association in Nigeria (FOMWAN), Gombe state chapter	Donated scholastic and relief materials valued at N328, 070	November, 2015	328, 070.00	1,648.59	199
Management of Alheri model school in Gombe state	Donated scholastic and relief materials valued at N34, 880 (\$174) respectively to support the education of IDPs children and living condition of their parents.	November, 2015	34,880.00	175.27	199
Gombe State Universal Basic Education Board	supported IDP children (learners) enrolled in six project's NFLCs across 6 communities of Gombe LGA with learning material, teaching aids and story books to boost reading ability of learners.	November, 2015	150,000.00	753.76	199
The Federation of Muslim Women Association in Nigeria (FOMWAN) Adamawa chapter	Donated 144 cans of Frisomum (feeding and milk supplement) to support 100 pregnant women and lactating IDP mothers	January 2016	187,000.00	748	250
IRC's health department	Provided 32 tins (each containing 1,000 tablets) of anthelminthic (deworming) medicines	January 2016	57, 216	228.86	250
Executive Chairman of Gombe LGA	Donated 200 20-page exercise books and 100 40-page exercise books	January 2016	8,000	32	250
Adult and Non Formal Education Agency (ANFEA)	Provided teaching and learning materials to the mainstreamed learners as well as NFE centers: 1) Karatu ta hanyan Radio- 1000 copies	January 2016	296,600	1,186.4	250

Organization	Items received	Date	N	\$	Rate
	2) 20 leaves exercise books- 1200 copies 3) Koyon karatu da rubutu 500- copies 4) Pencils- 1200 pieces 5) Primers for basic literacy- 200 copies 6) NFE bench mark- 15 copies 7) Post literacy primer English year one- 200 copies 8) Data collection instrument – 101 copies 9) Non formal education curriculum -61 copies				
A philanthropist, Alhaji Baba Adamu from Potiskum in Yobe state	Constructed three temporary classrooms for over 120 IDP learners to continue their education in conducive environment	March 2016	157,000	506.45	310
Association of patent medicine stores owners, Gombe state	Donated first aid boxes to 14 ECR learning centers in Shongom local government area of Gombe State	May, 2016	12,670	40.87	310
Mercy Corps	Distributed foodstuff to 172 (112m, 60f) IDP parents who are in project supported centers in Gombe	June 2016	4, 816,000	15,535.48	310
European Commission - Humanitarian Aid and Civil Protection (ECHO) children of peace project	Donated basic English and Mathematics textbooks valued at N2.8m (\$14,219) to support the education of 2,075 IDP learners	June 2016	2,800,000	9,032.25	310
A community leader in Dadin Kowa, Gombe state, Malam Saádu (Sarkin Ruwa Dadin kowa)	Constructed a stairway at the Tung non-formal learning center to assist learners, particularly the physically challenged enrolled in the center, easily access their classroom	June 2016	10,500	33.87	310
A philanthropist, Alhaji Abubakar Aliyu in Gombe	Donated school clothing worth N19,000 (\$97.65) to support the education of 15(10m, 5f) mainstreamed IDP learners in Akko North local government area of Gombe state.	June 2016	19,000	61.29	310
Total			9,027,536.00	30,746.05	

ANNEX E: LIST OF FORMAL SCHOOL SUPPORTED BY PROJECT IN PY2

S/N	LGA		Name of Schools
ADAMAWA			
1.	Yola South	1) 2) 3) 4) 5) 6) 7) 8) 9)	1. Changala Primary School 2. Gongoshi Primary School 3. Shagari Primary School 4. Yolde Pate Primary School II 5. Sangere Bode Primary School 6. Yelwa Damare Primary School 7. Adamu Namtari Memorial 8. Malkohi Primary School 9. Wuro Chekke Primary School
2.	Yola North	1) 2)	10. Jambutu Primary School 11. Bworomji Primary School
3.	Fufore	1) 2) 3) 4) 5) 6) 7) 8) 9) 10) 11) 12)	12. Herr Nange Primary School 13. Hanafu Ribadu Primary School 14. Ribadu Primary School 15. Bongirei Primary School 16. Karlahi Primary School 17. Beti Giware Primary School 18. Ardo Vumotoza Primary School 19. Gurin Central Primary School 20. Dulo Fulani Primary School 21. Nafari Primary School 22. Wuro Ahi Primary School 23. Fufore Central Primary School
4.	Song	1) 2) 3) 4) 5)	24. Burawo Primary School 25. Mbilla Primary School 26. Murke Primary School 27. Prof Jubril Aminu Primary School 28. Holma Primary School

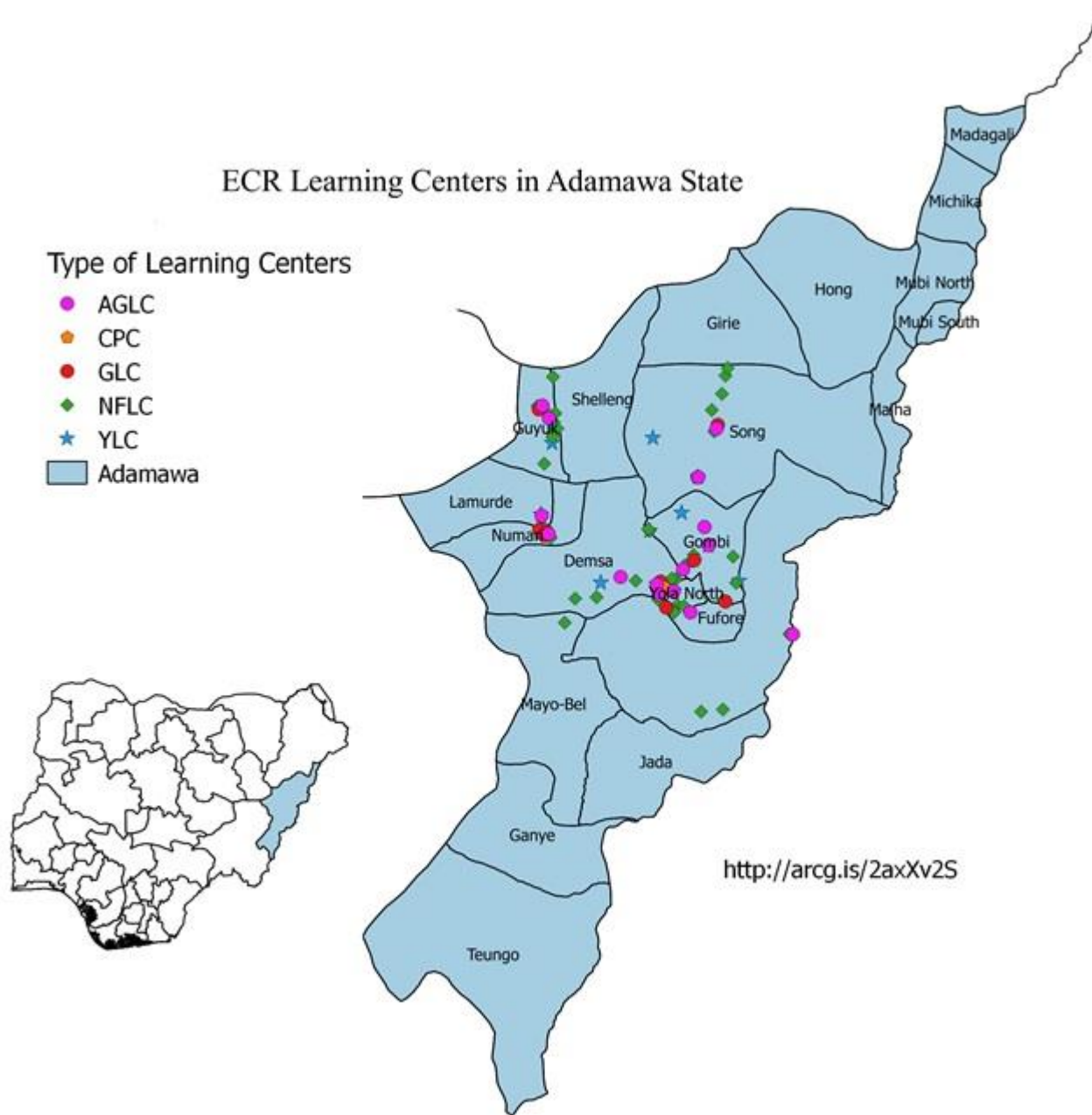
S/N	LGA		Name of Schools
		6)	29. Golantabal Primary School
		7)	30. Gudu Primary School
5.	Shelleng	1)	31. Bodwai Primary School
		2)	32. Ketembere Primary School
		3)	33. Girl child Primary School
		4)	34. Gumbeye Primary School
		5)	35. Haware Primary School
		6)	36. Boboro Primary School
		7)	37. Kiri Primary School
		8)	38. Shelleng Primary School
		9)	39. Kulpang Tetek Primary School
		10)	40. Bakta Primary School
		11)	41. Kulbanga Primary School
		12)	42. Bobere Primary School
		13)	43. Jamale Primary School
6.	Numan	1)	44. CRI Primary School
		2)	45. Gangare Answarul Islam
		3)	46. Gwalang Primary School
		4)	47. Gweda Mallam Primary School
		5)	48. Numan Nursery and Primary School
		6)	49. Hodi Pare Girls
		7)	50. Wayam Primary School
		8)	51. John Holt Primary School
		9)	52. Numan II Primary School
		10)	53. Sabon Pegi Primary School
		11)	54. Imbru Primary School
7.	Girei	1)	55. Sangere Primary School
		2)	56. Girei I
		3)	57. Girei II
		4)	58. Vunocklang Primary School
		5)	59. Bajabure Primary School
		6)	60. Demsare Primary School

S/N	LGA		Name of Schools
		7) 8) 9)	61. Wafango Primary School 62. Sabon Gari Primary School 63. Jatau Noine
BAUCHI			
1.	Alkaleri	1) 2) 3) 4) 5)	64. Central Primary School Alkaleri 65. Bayan Banki Primary School Alkaleri 66. Gunciguni Primary School Alkaleri 67. Gokaru Primary School Alkaleri 68. Haruna Memorial Alkaleri
2.	Bauchi	1) 2) 3) 4)	69. Kobi Primary School Bauchi 70. Sale Manga Primary School Bauchi 71. Zannuwa Primary School Bauchi 72. Central Primary School Liman Katagum
3.	Dambam	1) 2) 3) 4)	73. Zakar Dambam Primary School 74. Dambam North Primary School 75. Haladu Ayuba Primary School 76. Abdulrahaman Primary School Jalam
4.	Gamawa	1) 2) 3) 4)	77. Central Primary School Gamawa 78. Central Primary School Udobo 79. Central Primary School Gololo 80. Central Primary School Raga
5.	Ganjuwa	1) 2) 3) 4)	81. Central Primary School Soro 82. Central Primary School Kafin Madaki 83. Central Primary School Badaromo 84. Central Primary School Firo
6.	Itas Gadau	1) 2) 3) 4)	85. Central Primary School Itas 86. Central Primary School Gadau 87. Central Primary School Majiya 88. Central Primary School Mashema
7.		1) 2)	89. Central primary school Tilden Fulani 90. Central Primary School Palama

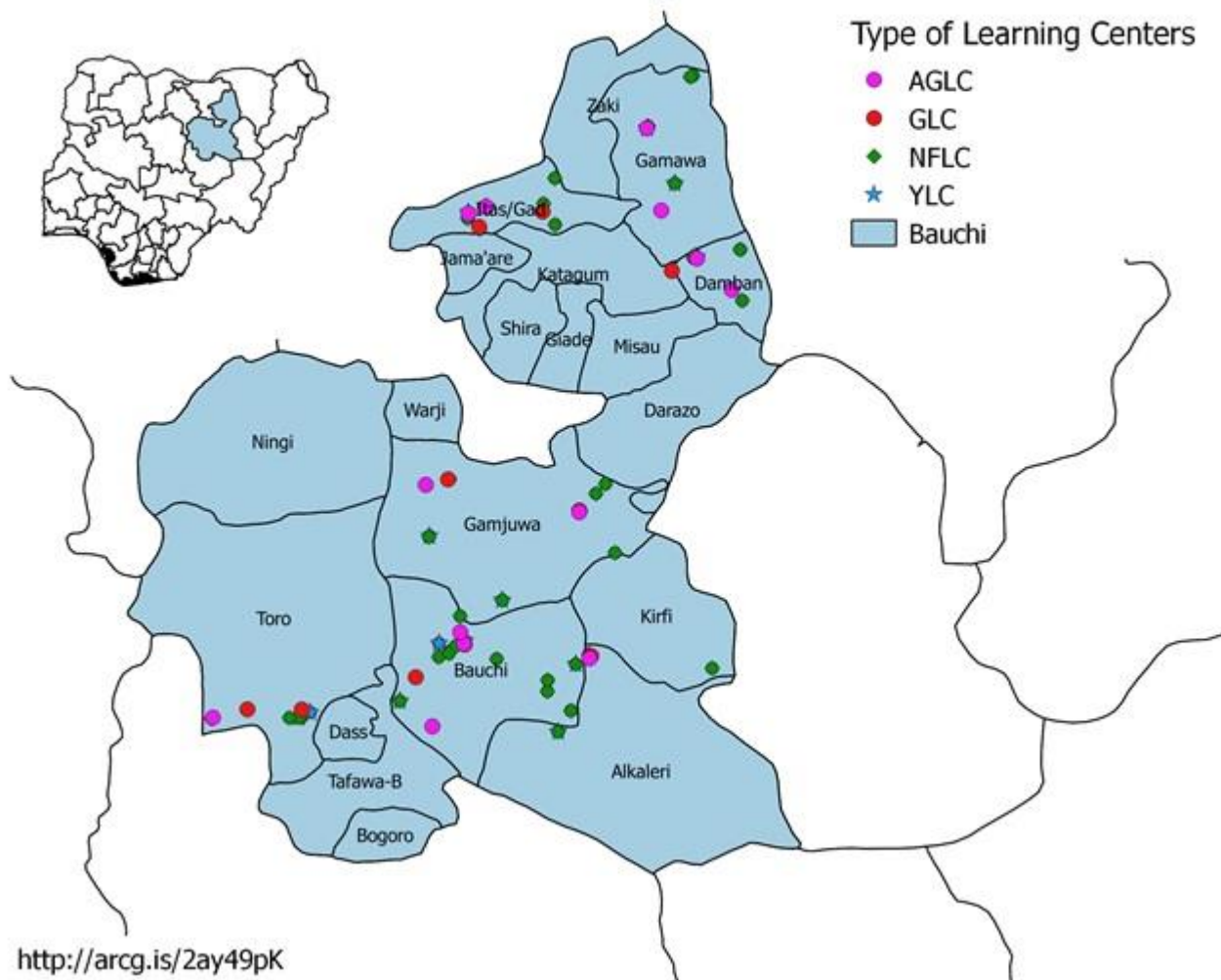
S/N	LGA		Name of Schools
	Toro	3) 4) 5) 6)	91. Central Primary School Dogon Awo Magama 92. Central Primary School Tsakani Magona 93. Central Primary School Sabon Garin Zumbul 94. Central primary school Tudun Wadan Toro
GOMBE			
1.	Akko	1) 2) 3)	95. Gona Primary School 96. Hammadu Kafi Primary School 97. Kundulum Primary School
2.	Balanga	1) 2) 3)	98. Balamsani Primary School 99. LIP Talasse Primary School 100. Gelengu Primary School
3.	Dukku	1) 2) 3)	101. Dukku Model Primary School 102. Shabewa Primary School 103. Malala Primary School
4.	Gombe	1) 2) 3)	104. Tudun Wada Primary School 105. Nassarawo Primary School 106. Jauro Primary School
5.	Kwami	1) 2) 3)	107. Kurugu Primary School 108. Kwami Primary School 109. Malam Sidi Primary School
6.	Shongom	1) 2) 3)	110. Filiya Primary School 111. Boh Primary School 112. Lalaipido Primary School
7.	Yamaltu Deba	1) 2) 3)	113. Hinna Primary School 114. Deba Central Primary School 115. Dadin Kowa Primary School
YOBE			
1.	Bade	1) 2) 3) 4)	2. Babuje Primary School Fs, Yan Tukwane 3. Custom Primary School Fs, Tudun Wadata 4. Islamiya Primary School Fs, Sarkin Hausawa 5. Zango 1 Primary School Fs, Yan Lodi

S/N	LGA		Name of Schools
		5)	6. Zango 2 Primary School Fs, Zango Ii
2.	Damaturu	1) 2) 3) 4) 5)	7. Central Primary School Fs, Ajyari 8. Kukareta Primary School Fs, Kukareta 9. Model Primary School Center Fs, Gra Damaturu 10. Nayinnawa Bulabulin Primary School Fs, Nayinnawa Bulabulin 11. Nayinnawa Tsallake Primary School Fs, Nayinnawa Tsallake
3.	Fika	1) 2) 3) 4)	12. Central Primary School Fs, Fika Gari 13. Gadaka Central Primary School Fs, Gadaka 14. Gadaka Sabon Layi Primary School Fs, Gadaka (Sabon Layi) 15. Moi Mama Primary School Fs, Sabon Gari
4.	Nguru	1) 2) 3) 4) 5) 6)	16. Bombori Primary School Fs, Bombori 17. Central Primary School Fs, Sabon Gari 18. Garbi Central Primary School Fs, Garbi 19. Girgiri Primary School Fs, Bulabulin 20. Hausari Primary School Fs, Hausari 21. Nglewa Primary School Fs, Tsohon Nguru
5.	Potiskum	1) 2) 3) 4)	22. Chadi Primary School Ungwar Jaji Fs, Ungwar Jaji 23. Dorawa Primary School Fs, Tandari 24. Mai Umar Primary School Fs, Old Army Barack 25. Sabon Gari Primary School Fs, Sabon Gari

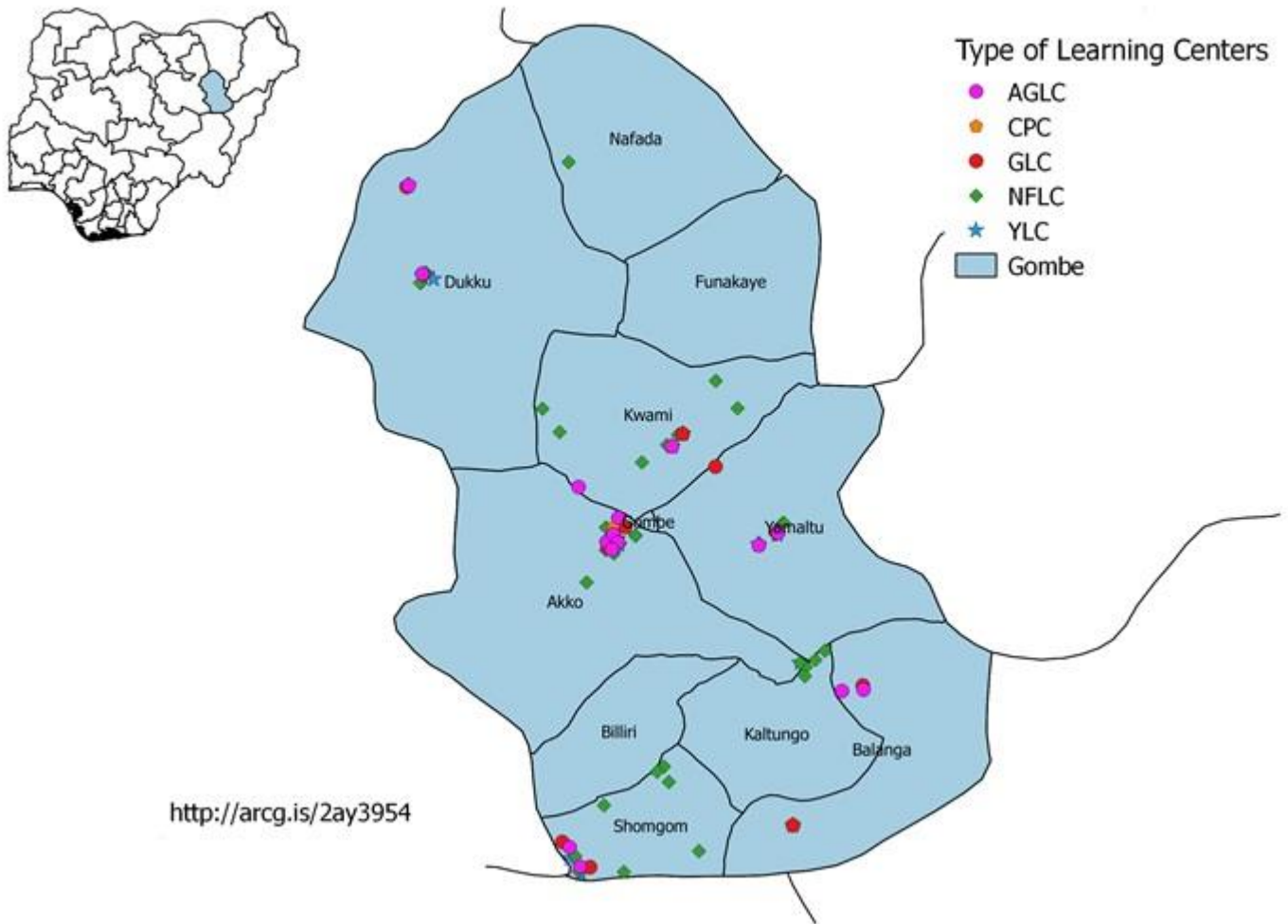
ANNEX F: MAPS OF CENTERS SUPPORTED BY USAID EDUCATION CRISIS RESPONSE PROJECT IN ADAMAWA, BAUCHI, GOMBE AND YOBE STATES



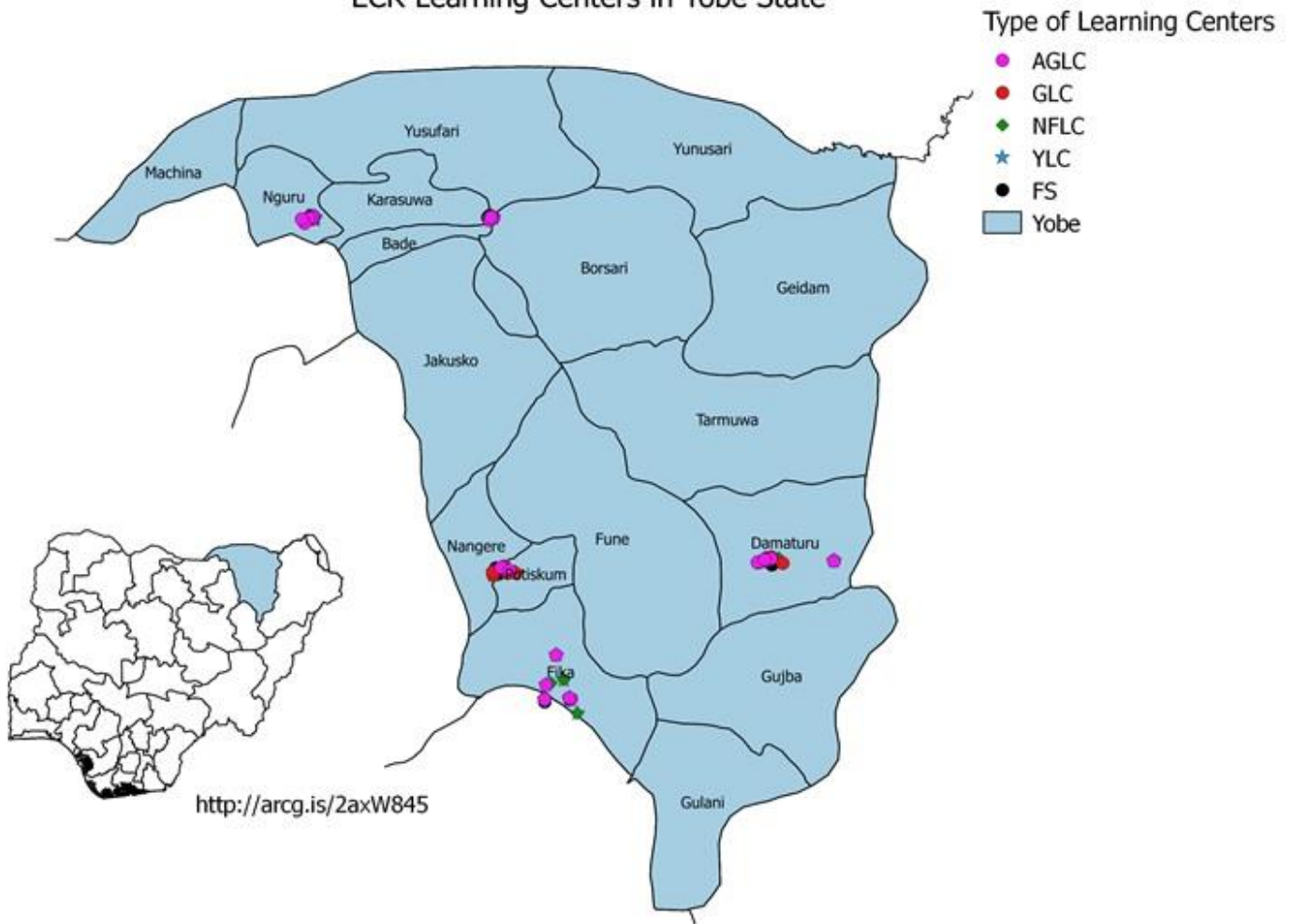
ECR Learning Centers in Bauchi State



ECR Learning Centers in Gombe State



ECR Learning Centers in Yobe State



ANNEX G: A COMMUNIQUE ISSUED AT THE END OF A TWO-DAY CONFERENCE OF POLICY MAKERS AND STAKEHOLDERS IN USAID- FUNDED EDUCATION CRISIS RESPONSE (ECR) PROJECT

A COMMUNIQUE ISSUED AT THE END OF A TWO-DAY CONFERENCE OF POLICY MAKERS AND STAKEHOLDERS IN USAID- FUNDED EDUCATION CRISIS RESPONSE (ECR) PROJECT IN ADAMAWA, BAUCHI, BORNO, GOMBE & YOBE STATES HELD IN SAMINAKA HOLIDAY RESORT, SAMINAKA, KADUNA STATE FROM 23RD - 24TH MAY, 2016

At the end of the conference, the participants who were policy makers, law makers as well as key stakeholders in education emergencies drawn from federal, state houses of Assembly, ministries, agencies, LGAs, NGOs, CBOs and Traditional and Religious leaders:

- Federal Ministry of Education (FMoE)
- State Houses of Assembly
- National Mass Education Commission
- Ministries of Education (MoE)
- Ministries of Women Affairs
- Ministries of Budget and Economic Planning
- Ministries of Local Government Affairs (MLGAs)
- Traditional and District Heads in host communities
- States Universal Basic Education Boards (SUBEBs)
- State Agencies for Mass Education (SAME)
- State Emergency Management Agencies (SEMA)
- Colleges of Education
- Jama'atu Nasril Islam (JNI)
- Christian Associations of Nigeria (CAN)
- Community Coalitions
- Sub-grantees managing USAID- funded ECR non formal learning centers

Acknowledged:

Participants acknowledged and appreciated the tremendous efforts of USAID-funded ECR project in the following areas:

- Effective and functional professional development provided by USAID-funded ECR for learning facilitators (LFs) in project states and its impact in teaching and learning gains
- Improved learning center management
- Effective community participation
- Needs-based skill acquisition training for youth (boys and girls)
- Expanded access to and increased enrolment in basic education

- Genuine concern to build synergies among MDAs and stakeholders through technical working groups and project consultative groups
- Practical Approach to learning using multi-grade teaching
- Conducted baseline, end-line and continuous assessments in learning centers
- Trained learning facilitators on social and emotional learning skill competencies (SEL) to address the effect of trauma on the learners.
- Practice of mentoring and coaching learning facilitators
- Involvement of communities in the security and safety matters around the learning centers (Early warning signs).
- Use of feedback loop in identifying gaps with a view to addressing them in timely manner

Participants also requested the following:

- That USAID is kindly request to extend its goodwill to Taraba State as considerable number of IDPs are also located there
- That USAID-ECR consider follow up of IDP returnees to their communities in view of the prevailing peace
- In the spirit of reconstruction, rebuilding and rehabilitation of the northeast region as a result of insurgency, USAID is kindly requested to assist in the construction, perimeter fencing and equipping of the destroyed schools
- Federal and States to produce learning materials and manuals developed with USAID support for use in schools and learning centers
- UBEC to encourage states in capacity building of learning facilitators and mentors of learning centers
- State Legislators are urged to enact law that will address the establishment of education emergency preparedness and response agencies
- Federal, States and Local Government Councils are urged to provide policies that will address emergencies in education in Nigeria
- That USAID is kindly requested to extend its goodwill towards the extension of ECR project beyond 2017 in order to cater for more IDPs and other vulnerable children
- Colleges of Education are requested to infuse social emotional learning skill competencies (Do No Harm) into relevant courses
- Respective state Ministries for Local Government Affairs to support traditional and religious Institutions for effective community mobilization.
- Participants that have been trained in skill acquisition be given start-up kits by States, Poverty Alleviation Programs and Local Government Councils (LGCs)
- Empowerment of women through establishment of skill acquisition centers to enhance their livelihood and support the education of their wards/children by Ministry of Women Affairs, Ministry of Youth and Social Development, Development Partners, Philanthropists, Faith Based Organizations, CBOs, and NGOs)
- Urge Federal, States and LGCs to utilize the services of retired skilled personnel in education in emergency to ensure quality and timely delivery of educational services
- Urge State Ministries of Information and Local Government Councils in collaboration with National Mass Education Commission (NMEC) and other international partners to explore the use of State and Community Radio Stations for effective teaching and learning especially in emergency situations

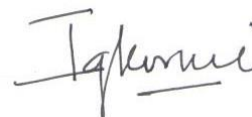
Participants finally recommended that:

- I. Committees should be constituted in all the affected states for the implementation of the required actions as contained in the communique through the production of action plans
- II. Budgetary provisions be made by Federal, State and Local Government Councils on the implementation of the action plans for the sustainability of the project

- III. Retired educationists, health workers and security personnel be engaged to provide quality service delivery and security in the centers
- IV. Enabling legislation should be made by National and State legislators to ensure smooth transition of the project from USAID-ECR
- V. In view of their tremendous role played by traditional community and religious leaders in peace building and conflict resolution and community mobilization should be empowered by Federal, State and Local Government Councils
- VI. SUBEBs should fully (100%) mainstream (absorb) the products of the project into basic education through automatic admission instead of the present 10%

Chairman Communique Drafting Committee,

Deputy Speaker, Yobe State House of Assembly- Dr. Kurmi Ibrahim




Members:

- I. Deputy Director, Nat. & International Development Partners, FMOE- Mrs. Nkiru Osioma
- II. Hon. Commissioner, Budget & Economic Planning, Bauchi- Alh. Shehu Barau Ningi
- III. Executive Secretary, SEMA, Borno State- Isa Alkali Goni
- IV. Permanent Secretary, Min. of Education, Adamawa- Alhaji Bashir Tukur
- V. Deputy Director, Sch. Services, Gombe State MOE- Mohammed Sadiq
- VI. **Secretary, Communique Drafting Committee:**
USAID-ECR Project Director- Ayo Oladini








ANNEX H: SUCCESS STORIES

Successfully Building Hope through Educational Programs



Photograph: Aisha Ibrahim, pictured during a class session at the adolescent girls' learning center at Bulabulin community in Nguru, Yobe state.



Photograph: Aisha Ibrahim writes new words dictated by her teacher. She could neither read nor write before enrolling at the adolescent girls' learning center.

"I felt sad that I had to leave my village and settle in the Bulabulin community in Nguru, in Yobe State. I thought I would never go to school again..."

Aisha Ibrahim

Photo Credit: Baba Shehu

Fifteen-year-old Aisha Ibrahim, a resident of Baga town in Borno State, wants to be a teacher when she grows up. This dream was influenced by her late grandfather, who taught primary school when Aisha was a toddler. Determined to emulate her grandfather, Aisha registered at a local primary school. However, in April 2013, more than 185 people were killed and more than 2000 homes in her hometown of Baga were destroyed as a result of fighting between the Nigerian military and the Boko Haram terror group.

Terrorism has created havoc in some parts of Nigeria, forcing more than 2.2 million people to flee their homes. Of this displaced population, approximately 1 million are school-aged children and youth like Aisha, who have been ripped from their communities and schools. Aisha and many others fled, seeking refuge elsewhere. "I felt sad that I had to leave my village and settle in the Bulabulin community in Nguru, in Yobe State. I thought I would never go to school again," she said.

As they flee their homes during terror attacks, families sometimes lose valuable documents like children's birth certificates. Some internally displaced children, like Aisha, have never had a birth certificate. A UNICEF report indicates that about 70 percent of the 5 million children born annually in Nigeria are not registered at birth.

Recognizing the magnitude of the challenge in Northeastern Nigeria, the U.S. Agency for International Development (USAID), along with state officials and nongovernmental organizations (NGOs), stepped in with the Education Crisis Response project which is implemented by Creative Associates International. This program is open to children of all ethnicities and religions. It operates in Adamawa, Bauchi, Borno, Gombe, and Yobe, and has created 1,176 non-formal learning centers in churches, mosques, Qur'anic schools, and other locations. Currently, 22,046 IDP learners are enrolled in the program, benefitting from a proven curriculum, psychological and other support services.

"Before I was enrolled, I could neither read nor write and could not relate freely with people that were not members of my immediate family. I am happy that now I can read and write my name and that of my father. I hope to teach others how to read too," Aisha explained. Aisha's learning facilitator confirms her astounding progress in just seven months.

Working with the National Population Commission, the project facilitated registering and issuing birth certificates to more than 2,000 IDP children in Yobe. "I am happy that my birth is registered now. This is my first time knowing and seeing a birth certificate. My hope of becoming a teacher in the future has been revived, and I feel equal with other children in Nigeria. I am happy and so are my parents," Aisha said.

Expanding Horizons: Adolescent Goes to School for the First Time



Photograph: Fatimah Mohammed has never attended school but can now read and write her name and the names of family members and friends.

Photo Credit: Ayo Oladini

Seventeen-year-old Fatimah Mohammed had never attended a formal school. However, she has made remarkable academic progress in an adolescent girls' learning center in the Manawashi community in Gombe State. Fatimah fled her home in the Buni Yadi community (Yobe State) in February 2014 when Boko Haram attacked and killed more than 59 students and destroyed 24 buildings at the Federal Government College. She and her family were some of the many residents who sought refuge in the Manawashi community in Gombe.

Prior to arriving in Manawashi, her parents were unable to enroll her in school. Yet, despite her lack of formal schooling, Fatimah was driven by a desire to educate herself and to learn. "I have always had a passion to attend school. I always felt bad when I saw my peers going to school, while I had no choice, but to sit at home," she said. However, this disappointment recently changed for Fatimah. During a mobilization to enroll out-of-school IDP children in the newly established adolescent girls' learning center, a community leader identified Fatimah as a promising individual to enroll.

"I always look forward to meeting the girls in my center, because of their passion and desire to make progress with their reading. When Fatimah was enrolled, she could not relate to or interact with other girls. However, after some months, I noticed that she was freely communicating with others in the center and had made some friends," said Deborah Ilu, learning facilitator in charge of the AGLC in Manawashi.

"It is amazing that a learner, who has spent just three months at an ECR learning center can improve from a zero writing/reading level and can handle a pencil effectively and write well in his/her books"

The head of the Dan Dakan District in the Ganjuwa West LGA in Bauchi State, Alhaji Yakubu Yusuf (Hakimin Kasar Kariya)

Fatimah is delighted to have the chance to attend school. "This gives me the opportunity to learn to write my name and write other people's name and also pronounce simple words. I am so thankful to USAID and the Education Crisis Response project for this opportunity. May God reward you," she said.

The project is receiving recognition and support from community and government stakeholders, who often assist in mobilizing learners to enroll. The head of the Dan Dakan District in the Ganjuwa West local government area of the Bauchi State, Alhaji Yakubu Yusuf (Hakimin Kasar Kariya) said he was impressed with the project's ability to ensure rapid learning for IDP children.

"It is amazing that a learner, who has spent just three months at an ECR learning center can improve from a zero writing/reading level and can handle a pencil effectively and write well in his/her books. He/she can even write his name and simple words," he said.